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ABSTRACT

This publication highlights the work of institutions of higher education and their surrounding communities throughout the United States which are responding to the responsibilities and possibilities of their educational and social missions by mobilizing their collective resources in ways that benefit both the institutions and the communities. In this listing of schools and programs, institutions are grouped according to the following categories: service learning; service provision; faculty involvement; student volunteerism; community in the classroom; applied research; and major institutional change. For each listing, information is provided on the name of the institution, the program, and the president, followed by a brief description of the program. Also included are an alphabetical index of institutions, an index of contact information, and a list of institutions by service categories. (SM)

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UNIVERSITY-COMMUNITY PARTNERSHIPS IN AMERICA:

CURRENT PRACTICES

VOLUME III

1999

U.S. Department of Housing
and Urban Development

Office of Policy Development
and Research

HE 032 778

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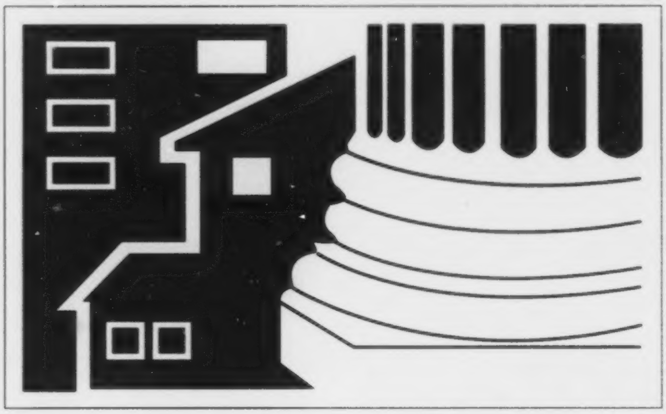
University-Community Partnerships in America:

CURRENT PRACTICES

Volume III



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Foreword

A powerful force for community revitalization is gaining momentum across the country: university-community partnerships. In growing numbers, colleges and universities are collaborating with community groups to apply research, scholarship, and service to real-life problems. They are integrating such partnerships into their curriculum, academic studies, and student activities, making them part of their ongoing mission. America's colleges and universities have more intellectual talent than any other institutions in our society, and many of them are using these partnerships to tackle the complex socioeconomic issues facing the neighborhoods that surround them, such as poverty, joblessness, crime, and homelessness.

The third volume in a series, this publication highlights some of the partnerships and bold initiatives undertaken by institutions of higher education and nearby communities. The partnerships combine the strengths of both—for the mutual benefit of both. Each partnership exemplifies an emerging new paradigm of scholarship, one that moves beyond seeking and teaching knowledge to putting it into practice at local schools, neighborhood organizations, and small businesses.

Many of these institutions are taking a cross-disciplinary approach to pressing social issues and are institutionalizing community service and problem-solving into every aspect of their mission. Undergraduates are engaging in community projects to bring academic knowledge to everyday life. Graduate students are working with local groups to apply research to community issues. Faculty members are becoming practitioners and practitioners are coming to campuses to lecture, teach, and advise. Classes and laboratories are now conducted in places such as public schools, community centers, health clinics, homeless shelters, and government offices.

The U.S. Department of Housing and Urban Development and its Office of University Partnerships commend these neighborhood-changing projects and partnerships. We celebrate the reinvention and reinterpretation of the traditional educational mission into one that includes a focus on community. Most of all, we applaud the integration of such a mission into the everyday activities of research, teaching, and community service. Finally, we hope that the innovative practices featured in this book will inspire America's colleges and universities to create a new generation of community development programs and initiatives.

Andrew Cuomo, Secretary
U.S. Department of Housing and
Urban Development

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Introduction

University-Community Partnerships: Meeting the Urban Challenge

University-Community Partnerships in America: Current Practices, Volume III, celebrates the growing number of commitments that colleges and universities are making to their communities to provide better places in which to live, work, and learn. The number of responses to the call for submissions for this volume is testimony both to the success of these partnerships and to the continuing need within urban communities. With a total of 342 colleges providing 599 entries, this issue includes more than twice the number of activities featured in the first volume, which was published only 4 years ago. The U.S. Department of Housing and Urban Development's Office of University Partnerships (OUP) believes that this volume of *Current Practices* evidences the combined strength of institutions of higher education, local governments, community-based organizations, school districts, and public housing authorities acting in partnership.

Colleges and universities are redirecting their economic and intellectual resources, their facilities, and other assets to benefit their communities in many innovative ways. They are working to facilitate economic development, provide much-needed social services, support public schools, offer technical assistance to community-based organizations, target research that provides guidance for community problemsolving, and create opportunities for faculty, students, and community residents to learn from one another.

The History of *Current Practices*

OUP was established in 1994 to encourage and fund institutions of higher education to undertake community development activities. In *Current Practices,* the Office continues to recognize and support colleges and universities as they forge and expand partnerships to address urban problems from the neighborhood to the city and the region. By serving as role models for other institutions of higher education, the partnerships illustrated in this third edition of *Current Practices* lay the foundation for future university-community alliances across the Nation.

Indeed, many of the colleges and universities highlighted in the first two issues of *Current Practices* have since expanded to take on new partners and new activities. For example, some institutions are now involved in their local Empowerment Zone/Enterprise Community or in HOPE VI public housing revitalization activities. Others have expanded an earlier collaboration with a single organization, such as a school district or public housing development, to take on more comprehensive neighborhood activities with many partners. Still others have initiated service learning programs for students or developed new curriculum on community building for neighborhood leaders.

In This Volume

This volume of *Current Practices* is divided into seven subject categories that comprise the major general types of activity of university-community partnerships. Although all the submissions involve partnerships with local governments or organizations, they are organized by how colleges and universities implement them. In cases where a far-reaching program spans more than one category, it was placed with the one that most closely describes its overarching purpose. At the end of the volume is a matrix that categorizes all the submissions by their substantive area of activity (e.g., affordable housing, job training, etc.). The end of the volume also contains a list of contacts, which OUP encourages its readers to use for more information about the programs.

The seven subject categories are as follows:

Service Learning contains descriptions of university programs in which students engage in service activities for credit as part of their coursework. Service learning activities may consist of actual coursework or the provision of a community service that is related to a specific course of study. Generally, service learning requires students to reflect, write, or otherwise develop their understanding of the issues they have encountered through their work.

Service Provision describes noncredit student and faculty initiatives that take the form of coordinated, sustained, long-term projects targeted to a specific community. These activities are designed to foster and nurture community partnerships that benefit everyone involved.

Faculty Involvement profiles faculty members who embody the driving force behind activities within the community. These activities are not necessarily related to course work. Instead, they are often related to an area of interest that generally addresses a faculty member's established professional development goal.

Student Volunteerism includes tasks driven primarily by students. These activities are short in duration, unrelated to course work, and provide students with worthwhile positive experiences while allowing them to fulfill noncredit graduation requirements of volunteerism in community development.

The **Community in the Classroom** category depicts specific courses for local residents designed to enhance community building and community capacity. These are nondegree, noncredit courses that support the institution's outreach mission.

Applied Research describes specific, defined, pragmatic data collection, analysis, and reporting. The purpose of this targeted research is to define needs, guide program planning, assess outcomes, or otherwise contribute to efforts to improve conditions within the community.

Major Institutional Change portrays initiatives that change the mission, promotion and tenure criteria, awards, and course offerings of colleges and universities. A specific activity may even overhaul administrative processes to meet an institution-community goal.

The Office of University Partnerships hopes that the range of models presented will spur widespread replication as institutions grapple with the common as well as unique challenges facing their individual communities.

SERVICE LEARNING

Adler School of Professional Psychology

Randall Thompson, President

Adler School Counseling Program

For the past 6 years, the Psychological Services Center at the Adler School of Professional Psychology has collaborated with private and public schools in the Chicago area to provide community-based counseling outreach to Latino and African-American children. Clinicians in the Masters in Counseling Program and the Doctorates in the Clinical Psychology Program provide weekly services during the school year. These students also gain supervised clinical experience in school and community-based counseling to further their careers.

Targeting low-income schools with limited financial and professional resources, the Adler School Counseling Program emphasizes prevention. Services include individual, group, and family counseling to children identified by the school as high risk for emotional, educational, or community difficulties; psychoeducational prevention programs for entire classrooms; in-service and individual support for the teaching staff; parenting classes; and community-building workshops for children, parents, and teachers. Because high crime rates and gang involvement affect many residents, the Adler School Counseling Program specifically addresses issues such as family dysfunction; drug and alcohol prevention; gang involvement prevention; difficulties with peers; behavioral difficulties in the classroom; self-esteem issues; parenting and teaching children in high-risk neighborhoods; and building community cohesion among school, family, and church.

Allentown College of St. Francis de Sales

Daniel Gambet, OSFS, President

Allentown College's Hispanic Initiative

In 1994, the Allentown College of St. Francis de Sales established the Hispanic Initiative to address educational underachievement among Hispanic students (grades 1–12) in the Lehigh Valley. In collaboration with representatives from local communities and businesses, the initiative aims to increase educational opportunities for Hispanics, resulting in more Hispanics entering the local workforce.

Students from Allentown College's undergraduate program serve as tutors and mentors in the initiative, which offers academic enrichment programs such as summer workshops and "College Days" programs for grades 6–8 and 9–12. These free programs are 1-day activities tailored to age-specific issues such as SAT preparation, choosing a college, and applying for financial aid. For students in grades 1–8, the initiative also offers in-school enrichment programs that target early intervention, improvement of academic skills, parental involvement, teacher and counselor involvement, and raised expectations of teachers, administrators, and parents. A 5-day summer residence program for students in grades 6–8 and 9–11 highlights academic, cultural, and social components. Academic support programs offer tutoring for students in grades 4–12.

Alverno College

Joel Reed, President

Wellness Clinics for the Elderly

Registered nursing students from Alverno College who are pursuing the bachelor's degree in nursing, created and manage Saturday wellness clinics at low-income housing projects for elderly Milwaukee residents. The clinics started in partnership with the Milwaukee Housing Authority and provide a wide range of services to participants. Elderly residents receive health screenings, private consultations regarding individual health concerns, and reviews of medication regimens; they also attend health and wellness classes. In addition to meeting with residents, the nursing students complete a community assessment of area health resources and monitor the psychosocial as well as physical needs of the elderly residents to provide better service. Many students assist the same clients each week, which helps residents feel connected to the nursing clinic and assures the residents that students care. The wellness clinic provides the nursing students practical experience and gives them an opportunity to understand and reflect on their service to the elderly residents.

Andrews University

Niels-Erik Andreasen, President

Community Service Assistantship Program

To enhance community development in neighborhoods surrounding Benton Harbor, Andrews University's Community Service Assistantship Program offers help to local nonprofit agencies and institutions through service opportunities for students and faculty. In addition to providing service-learning opportunities for students, the program coordinates special service projects such as Make a Difference Day, A Day of Caring, Mentoring Day, and blood drives. Faculty receive help in developing or redesigning their classes to include service to the community as an integral part of the learning and evaluation process. The Community Service Assistantship Program works in collaboration with many different partners, including Benton Harbor Area Schools, Benton Harbor Street Ministries, Berrien County Health Department, Bessie Corhn Day Care Center, Cambridge Court Nursing Home, First Presbyterian Church, Frontier Mission, Lakeland Medical Center, Safe Shelter, Salvation Army, Samaritan Counseling Center, Southeast Asia Project, Twin Cities Literacy Council, and Women's Resource & Referral.

Arizona State University

Lattie F. Coor, President

ASU–NewTowN Partnership

By providing research and service on various community development projects, students and faculty at Arizona State University learn about issues such as the language needs of immigrants, community control of development, and anti-immigrant attitudes. By giving students a chance to work on community development projects, a local nonprofit agency receives the help it needs to carry out its mission.

This partnership between the university's Center for Urban Inquiry and the Northwest Tempe Neighborhoods (NewTowN) community development corporation helps both organizations. NewTowN, which serves diverse neighborhoods near the university, wants to maximize resident participation in its projects and promote understanding among the different cultures. Student and faculty involvement helps NewTowN communicate its strategic plan to residents in the service area; provide outreach; obtain citizen feedback during the implementation process; and support projects with geographic information system data. The university gains a surrounding neighborhood that is more economically and socially vibrant and provides its students with unique academic and cultural experiences.

Art Institute of Atlanta

Janet S. Day, President

Webraising Program

In partnership with MindSpring Enterprises, the Art Institute of Atlanta sponsors the Webraising Program, which links community resources through the creation of Web sites for Atlanta's nonprofit and community organizations. The Webraising Program involves faculty and students who study multimedia, graphic design, Web site administration, and photographic imaging to create Web sites free of charge for 16 local organizations. The Webraising team provides design services, technical expertise, and training to community participants. MindSpring Enterprises hosts each completed Web site free for 6 months; after that, an organization may purchase additional hosting from the company or move its site to a new Internet service provider.

Asheville-Buncombe Technical Community College

K. Ray Bailey, President

Carpentry Program Housing Project

Drawing on its experience working in partnership with Habitat for Humanity, Asheville-Buncombe Technical Community College established a cooperative venture with Mountain Housing Opportunities, a nonprofit housing developer, to construct affordable housing for low-income working families. The Carpentry Program Housing Project brings together students from both the day and night sections of the Carpentry Program to labor on the construction of affordable homes. The current structure, being built by nine students, is a 2-story, 1,200-square-foot house. During the project, students dig footings, pour concrete, frame the house, and install windows, donating approximately 3,000 hours of their time. Asheville-Buncombe's program offers carpentry students hands-on experience and real-life problems to solve while fulfilling the larger mission of linking student success with community success. The Carpentry Program Housing Project shows students how to apply their talents to fill the needs of the community.

Rural Studio Program

Auburn University

William V. Muse, President

As a unique outreach effort for disadvantaged residents in Hale County, Auburn University's College of Architecture sponsors a Rural Studio Program that provides for the construction of housing, public buildings, and playgrounds to upgrade community development. The Rural Studio Program involves 15 students per semester who live at the Rural Studio to gain hands-on experience in housing design and construction. Students consult with social agencies to select recipients and, with the prospective homeowners' input, are responsible for every facet of the project's completion. Among the completed housing efforts are a redesigned Family Service Center, a playground, a tire chapel, and a hay house. The program is offered in partnership with the Alabama Power Foundation and the Jessie Ball duPont Fund.

West Alabama Learning Coalition

Auburn University

William V. Muse, President

Working in collaboration with local county schools, academic institutions, community organizations, and businesses, Auburn University sponsors the West Alabama Learning Coalition to address the high illiteracy rates of residents in West Alabama and to promote economic and community development in the region. Coalition services include a yearlong internship program, onsite college classes in the Auburn School System, expanded field-based classroom experiences for pre-interns, increased diversity in teaching strategies, and an enlarged focus on developing skills and abilities in thinking and problemsolving. In addition, the partnership has resulted in an expansion of research activities tied to school-based problems and improved student performance. Additional partnerships are formed with community organizations and businesses to apply the increased training to economic and community development issues.

Educational Development Project

Austin College

Oscar C. Page, President

With the help of Austin College in Sherman, Texas, two local schools are improving student education in a variety of ways. The two schools face the twin challenges of new classroom formats and integrating technology in their courses. Jefferson Elementary School in Sherman and ACT Academy of McKinley Independent School District teamed up with the Teacher Professional Development School Project at Austin College. Together, they consulted students, faculty, parents, and citizens to devise a plan to meet the school's needs.

Students from the teaching program at Austin developed a plan to carry out inclusion practices at Jefferson Elementary School; designed Internet activities for elementary students; and administered a school satisfaction survey to teachers, parents, and students. A college professor provided expertise by advising the administration at ACT Academy on ways to improve the school's math and science curriculum and instructional development. The partnership is also addressing the need for new teachers and offers graduate courses that reflect local priorities to improve the skills of current teachers.

Azusa Pacific University

Richard E. Felix, President

Public School Service Learning

Service learning to improve the educational opportunities of local children is an integral part of the undergraduate curriculum at Azusa Pacific University (APU). More than 700 APU students are involved in service-learning activities each year, with more than 40 courses at the campus offering community service components. Through 30 community partners and service sites, the Office of Community Service Learning coordinates a variety of programs, including four offered with the Azusa Unified School District. University resources fund these programs.

The Teacher Assistant Program places education majors in real-life classrooms for 15 hours per semester. Activities include reading to the children, playing games, tutoring, and teaching a lesson. The Mini-Course Program assigns university students studying science, math, English, or communication to public school classrooms to deliver lessons. The minicourses give the student teachers much-needed classroom experience and provide students with interesting learning experiences. The Cougar Pals Program matches students with at-risk middle school students referred to the program by teachers or counselors. Each APU student mentor spends 2 hours per week with his or her "cub." In the College Headed And Mighty Proud (C.H.A.M.P.) program, APU education classes adopt a fourth-grade class for 7 weeks. Student teachers design a curriculum that discusses the advantages and possibilities of going to college. The fourth graders ask questions, learn how to apply to college, and visit the campus to witness a day in the life of a college student.

Bay de Noc Community College

Michael T. Allkins, President

Removing Barriers Program

Working in collaboration with Habitat for Humanity and the Delta County Community Assistive Technology Council, Bay de Noc Community College sponsors the Removing Barriers Program to address housing concerns and accessibility for disabled residents in Escanaba. Teams of students develop design ideas based on different types of needs, such as wheelchair-bound users, adult or child users, and number of occupants in the home. Structural concerns such as the use of ramps and bars are incorporated into the design so that the house is totally accessible for the disabled individual. Besides offering the five student designs to the public, the program provides universal design consultants to interested builders, constructors, and architects in the area.

Birmingham-Southern College

Neal R. Berte, President

Birmingham-Southern College Volunteer Projects

Since 1986, a collaboration between Birmingham-Southern College and surrounding communities has resulted in 10 projects to facilitate relationship building between college students and community members. Under the umbrella of Southern Volunteer Services Local Ongoing Projects, each project is designed to help students develop a vision of social justice through experiential education centered on service. The coordinators of each project meet weekly to process the administrative, intellectual, and emotional aspects of the projects. Each meeting has a structured agenda with speakers and discussions on social justice and relevant topics. Directed journal writings have helped the students process the similarities and differences they observe in the community setting.

Initiated, maintained, and led by students, the 10 projects include the AIDS Care Team, Amnesty International, Tornado Disaster Relief, Firehouse Homeless Men's Shelter, International Tutoring, Urban Ministries, Women's Shelter, Woodrow Wilson Elementary School, YWCA Homeless After-School Program, and Parker High School's Mentoring Program. The Henry C. Luce Foundation and the Bruno Foundation provide funding.

Calhoun Community College

Richard Carpenter, President

Cultural Arts Conservatory

Calhoun Community College formed a partnership with several other local institutions of higher education and Huntsville Housing Authority to offer cultural experiences in art, music, and drama to children living in the city's public housing. Calhoun Community College and representatives from Alabama A&M University, Oakwood College, the University of Alabama in Huntsville, and J.F. Drake Technical College formed a partnership with the Huntsville Housing Authority. Under the agreement, the Housing Authority will provide building space, staff, utilities, and custodial maintenance service. Calhoun Community College will provide cultural arts training in music and drama, with faculty and student instructors. Drake Technical College will design sets for plays and musical presentations, arrange sound and lighting systems, and provide makeup. The five institutions of higher education (including Calhoun) signed an agreement supporting the conservatory, and each will provide support activities in areas such as ceramics, painting, photography, sculpture, and storytelling. Funding will be provided through in-kind service of the institutions, Huntsville Housing Authority, and grants.

California State University, Sacramento

Donald R. Gerth, President

Community-Based Teams

To enhance academic, health, and social services for children and families in high-risk neighborhoods in Rancho Cordova, several local agencies and the College of Health and Human Services at California State University sponsor a program called Enhancing Academic, Health and Social Well-Being of High Risk Children and Families Through Interdisciplinary Community-Based Teams. The program coordinates the work of 55 students and 5 faculty, representing the 7 academic areas of the College, involved in internships, field placements, special projects, and service-learning activities. Among project activities are tutoring and mentoring programs for students at Mills Middle School, needs assessments and medical care by 10 public health nursing students, development of a Child Health Advisor Program, creation of a Family Resource Center, and recreational activities for youngsters at two low-income housing complexes. The Folsom Cordova Unified School District, Healthy Start, AmeriCorps, and the Cordova Community Collaborative are the university's partners in the program.

California State University, San Bernardino

Albert K. Karnig, President

Focus 92411

The mission of the Focus 92411 program is to promote the overall quality of life and health of all people who live or work in the 92411 ZIP Code area, which is an ethnically diverse, economically challenged, at-risk neighborhood in San Bernardino, California. The program is a partnership among California State University, San Bernardino; the Community Hospital of San Bernardino; the San Bernardino County Department of Public Health; and the residents of the 92411 ZIP Code area.

California State University's health science and human ecology department tries to meet the needs of the area by regularly assigning students to the community. The department coordinates these efforts with the nursing, social work, accounting, and geography (urban studies) departments. The 45 projects implemented so far include a complete 92411 resource directory, an inventory of all billboards and bars in the 92411 ZIP Code area, and a yearly community calendar. Health science students also have assisted with strategic planning and program evaluation efforts.

Calvin College

Gaylen J. Byker, President

Off-Campus Living Community

In early 1998, Calvin College completed renovation on a large house in Grand Rapids' Easttown residential neighborhood. The house was opened up to nine students who wished to live in an "intentional community" with two adult mentors. The students have named their home Koinonia Community House, and the college is exploring opportunities to expand the program to other locations.

The program enlists students who are committed to spiritual growth, structured time together as house residents, and service to the neighborhood and community. By living intentionally, they learn to love God more fully and to love their neighbors more authentically. They receive guidance from community leaders, college representatives, and in-house mentors, who help them in personal growth and introduce them to opportunities to make an impact in the community.

In the first year, the students become involved with their neighbors in a variety of ways. Students worked as tutors at a nearby elementary school, helped with the children's afterschool program at a neighborhood church, and volunteered for the local neighborhood association. Koinonia Community House fostered friendships with several elderly neighbors and residents of a nearby halfway home for adults with mental and emotional disabilities. Students in Koinonia House are learning what it means to be a neighbor, both within and outside the house they now call home. They are taking their college experience into the streets of the neighborhood in which they reside.

Calvin College

Gaylen J. Byker, President

Primary Care Clinic

Recognizing the lack of health care for many in its own neighborhood, Calvin College organized Catherine's Care Center for uninsured or underinsured individuals. This is an exciting partnership between Calvin's nursing department and the Creston Neighborhood Association. Through Catherine's Care Center, Calvin College nursing students conducted door-to-door health assessments of local residents. They also planned and organized a health fair that focused on health maintenance and illness prevention.

A faculty member involved in this project noted that there are several benefits to this community partnership. First, partnerships teach students to work with the community rather than for the community, thus teaching students and faculty to participate with the community rather than see themselves as experts who will rescue the community. Second, community partnerships give faculty the opportunity to model good practices for their students. Finally, the partnership enables the community to be a valuable partner in education rather than being a student laboratory or merely a "placement" for student service.

Carnegie Mellon University

Jared L. Cohon, President

East End Tutoring Program

In 1993, the Center for University Outreach at Carnegie Mellon University established the East End Tutoring Program. This program aims to improve the performance of underachieving students from four East End elementary schools by building tutoring, mentoring, and role-modeling relationships with Carnegie Mellon undergraduates. Undergraduates can choose to volunteer or tutor for university credit. Nearly 80 tutors are enrolled in the program each semester. In addition, about a dozen tutors are enrolled in a for-credit course that helps them plan for successful tutoring relationships while exploring policy issues that affect the quality of urban public schooling.

College of the Canyons

Dianne G. Van Hook, Superintendent/President

Service-Learning Program

The staff of the Volunteer and Service-Learning Center coordinates the Service-Learning Program at the College of the Canyons, Santa Clarita Community College District. Staff work with students, faculty, and community agencies to provide meaningful service opportunities to instill civic responsibility in each student. In its first semester, the Service-Learning Program placed a total of 74 students among 27 community agencies, giving the college the opportunity to interact on a deeper level with the community it serves. Volunteers worked for a variety of agencies, from elementary schools to environmental groups. Likewise, the populations served were equally diverse, and included children with disabilities, senior citizens, and juveniles on probation. Additionally, faculty members offer service-learning projects as part of their curriculums each year.

Concordia College

Paul Dovre, President

Romkey Park Project

In neighborhoods with families from a wide variety of ethnic backgrounds, strife and conflict can arise. Concordia College, Edison Elementary School, and Moorhead Parks and Recreation are collaborating to provide structured afterschool activities for children who have not historically had these opportunities. The program builds friendship and understanding among the neighborhood children and helps offset some of the conflict in the multi-ethnic neighborhood.

Three days a week, college students enrolled in a multicultural families class facilitate activities at neighborhood recreation centers. The class helps the college students develop activities that foster cooperation and understanding among children from different backgrounds while remaining sensitive to each child's unique family system. A school counselor serves as a mentor to the students, providing resources and suggestions for how to structure the activity sessions.

Concordia College

Paul Dovre, President

Service Learning in the Classroom

Students in kindergarten through fourth grade at Washington Elementary School are learning the importance of serving others, thanks to a partnership between the elementary school, Moorhead Community Education, the education department of Concordia College, and several community agencies. In collaboration with elementary teachers and agency representatives, education students from Concordia are developing classroom activities that teach the importance of community service. A 6-week service experience is integrated into the elementary curriculum. Classes for the service-learning experience are directed by the college students, which allows the college and elementary students to learn together.

Connecticut College

Claire Gaudiani, President

New London Vista Walkway Project

In addressing issues of community revitalization and community building, Connecticut College sponsors the New London Vista Walkway Project, a program designed to implement a problem-based service-learning curriculum as well as to build a walkway from the campus through historic New London into the downtown area.

Located within the college's Center for Community Challenge, the project combines curriculum with practical application. Coursework includes citizen and community participation and leadership, which includes a problemsolving component targeting the revitalization of city and town centers.

In developing the connecting walkway, the project collaborates with the Trails and Rails Action Coalition, the City of New London, and neighborhood groups who seek to offer safe transportation alternatives, promote low-impact tourism, and reduce air pollution. Community teams work on activities such as architectural/landscaping designing; environmental assessments; municipal, State, and Federal regulations/guidelines; fundraising; public awareness/relations; historic preservation; and negotiation and conflict management. Other partners in the project include the Surdna Foundation, the Palmer Foundation, the Sierra Club, and the city of New London.

De Anza College

Martha J. Kanter, President

Cupertino Community Project: Voices and Visions

To develop better patterns of communication in the community, De Anza College sponsors the Voices and Visions project, which encourages residents and elected officials to conduct a public dialogue surrounding community issues related to cultural richness and safety. Working in collaboration with the Public Dialogue Consortium, which is composed of faculty and students in the speech communication department and the city of Cupertino, the project is the result of a series of discussion groups, intergenerational interviews, and dialogue group meetings that culminate with a town hall meeting to engage residents and city officials in deliberations on future actions. The project also provides a 2-day leadership event with the city council. Among the partners in the project are local public schools, the Emergency Preparedness Program, the Sheriff's Department, Leadership Cupertino, and the Citizens of Cupertino Cross-Cultural Consortium.

Elmhurst College

Bryant L. Cureton, President

Service-Learning Experiences Program

By matching students' interests with community needs, the Service-Learning Experiences Program at Elmhurst College promotes community development through volunteerism.

Under the program's guidelines, students perform community services, reflect on the experience through guided exercises, and are graded on measurable learning rather than on completion of service. The objectives of service learning are for students to explore their own desire to serve; to practice intelligent decisionmaking; to use guided, reflective activities to link classroom learning with "real life" experiences; and to develop responsible citizenship. Examples of community service include art majors who paint murals at the Lifelink Head Start classroom in Bensenville, psychology students who work with the homeless at the Kenwood UCC Soup Kitchen, and nursing students who teach health education courses at Hancock Chicago Public School Academy.

The program is a partnership between the college and local social service agencies, community-based organizations, schools, and nonprofit institutions.

Fayetteville Technical Community College

Larry B. Norris, President

Fayetteville Area Habitat for Humanity Project

Since 1988 Fayetteville Technical Community College and the Fayetteville Area Habitat for Humanity have collaborated to build homes for 25 low-income families in the community. The partnership has provided quality housing for area residents and hands-on work experience for the building trades students at the college.

Participating students are enrolled in the college's programs in carpentry, cabinetmaking, masonry, plumbing, electrical/electronics technology, and air conditioning, heating, and refrigeration. For 12 of the homes, students from the college worked alongside the owners to provide all labor to construct the home. In 13 of the projects, students from certain programs provided partial construction or installation. From 1997–98, the students were involved in five projects: two complete homes and three partials.

The college believes this partnership with Habitat for Humanity is one of the best practical experiences its students can have. The program ensures a future pool of skilled labor in the community while providing a much-needed community service.

Gadsden State Community College

Victor Ficker, President

Gardening Together For Gadsden—"Make A Difference Day" Project

Diverse partners in Gadsden, Alabama, worked together to turn a midtown eyesore into a beautiful garden. Altrusa International of Gadsden, Riverview Regional Medical Center, Gadsden State Community College, Gadsden Parks and Recreation workers, Alabama Cooperative Extension System, Master Gardeners, 4–H, and Up With People participated in "Make A Difference Day 1998." Master Gardeners worked with the college's mechanical design technology/service-learning instructor and students. Using computer-aided drafting programs, they created a design for placement of the flowers around the lake next to the medical center. Gadsden State Community College normally relates education in modern drafting techniques to industrial applications, but faculty members encourage community involvement whenever possible. Volunteers of all ages worked with Parks and Recreation employees to design and create a central spot where residents and visitors will find rest and renewal in the beauty of nature for many years to come.

Goucher College

Judy Jolley Mohraz, President

Liberal Arts Service-Learning Courses

Goucher College of Baltimore and the HARBEL Community Organization offer "Making Connections: A Service-Learning Liberal Arts Capstone." During the course, students work on a community service project to appreciate the contributions of the various liberal arts in addressing social and civic issues. The first class project involved the redevelopment of a vacant 70-year-old movie theater and arcade of shops, once a centerpiece of the community. Students developed feasibility studies and business plans for rehabilitating the theater to best meet the needs of area residents and businesses.

Service-learning efforts take place in the areas of public relations, computer science, urban environmental policy, women and work, and survey research. HARBEL, a nonprofit agency in northeast Baltimore, is composed of neighborhood and business associations, churches, schools, and other institutions collaborating to define and solve common problems.

Illinois Institute of Art

Saundra Van Dyke, President

Art Lovers Program

Several Chicago elementary schools and the Illinois Institute of Art offer the Art Lovers Program to provide art enrichment to local public elementary school children in Chicago. The program pairs students from the institute's public speaking course with elementary school children to discuss and appreciate the artistic talent of a particular artist and demonstrate a related art activity appropriate to the specific grade of the students. Emphasis is placed on ethnic diversity to serve the minority student population of the area. In 1998, 1,300 students participated in the program.

Indian Hills Community College

Lyle A. Hellyer, President

New College Day Care Facility and Training Programs

Responding to the urgent need for a permanent childcare facility, HUD and Indian Hills Community College, Ottumwa, Iowa, funded the construction of a new daycare center for the children of college students and staff. The facility was needed to assist those students who might otherwise not have access to higher education and to serve as a learning laboratory for students in the Indian Hills Community College childhood development program. Graduates of the Indian Hills program are certified as childcare workers and daycare managers. They also receive prekindergarten and kindergarten teaching endorsements through a 4-year cooperative program with Buena Vista University.

Johnson & Wales University

John A. Yena, President

CAD Training For Visual Merchandising Students

The Johnson & Wales University Community Service-Learning Program has effectively piloted a creative interdepartmental collaboration that unites students in two academic areas: the Retail Department and the School of Technology. Traditionally, retail students are required to take a course titled, "Introduction to Visual Merchandising." In this course, they are taught the importance of layout in the merchandising of a retail space to enhance product sales. Through this course, students are offered the opportunity to share some of their newly acquired skills while participating in the Community Service-Learning Program in the gift shops of two area hospitals, one of which serves the needs of seriously ill children. In their formalized practicum experience, retail students also volunteer at a local senior center, where they help to merchandise a boutique that supports programs for impoverished elders.

Johnson C. Smith University

Dorothy Cowser Yancy, President

Project Excel

To increase the educational readiness of at-risk youth in Charlotte, Project Excel at Johnson C. Smith University provides a tutoring and mentoring program aimed at fostering academic skills. Project Excel collaborates with the community-based Gethsemane Enrichment Program, which provides tutoring and mentoring for at-risk students in grades K–5, and sponsors 20 university students to offer tutoring and mentoring in reading, math, and science. During the summer, tutors conduct a 6-week Reading Is Fun Program for 80 students from the Charlotte Housing Authority communities. In addition to completing 450 hours of community service, each tutor must recruit two peers to commit 10 hours of community service in Project Excel. Project Excel is funded by the Corporation for National and Community Service.

Lehigh Carbon Community College

James R. Davis, President

Pennsylvania Literacy Corps

To improve the adult literacy rate, Lehigh Carbon Community College works with other agencies to offer the Pennsylvania Literacy Corps Program, an initiative that matches college tutors with 50 adult students. After attending three training sessions, students are sent into various communities to tutor adults who are trying to obtain their general equivalency diplomas or who speak English as their second language. In addition to 36 class hours of college work, students must complete 40 hours of tutoring to receive 3 credits. The program is offered in partnership with Even Start, the Northern Lehigh Coalition, the Catholic Social Agency, and other social service organizations.

Los Angeles Valley College

Tyree Wieder, President

Service-Learning Program

The Service-Learning Program at Los Angeles Valley College integrates community service into the curriculum to bring students and the community together in a collaborative learning activity. Working with many local nonprofit agencies, the Service-Learning Program includes activities such as working with Healthy Start to provide help with parental unemployment, legal aid, and mental health services and mentoring at Erwin Street Elementary School and Grant High School. In another activity, students who are taking English as a second language talk with senior citizens at a community center. Students participate in the March of Dimes' Babies and You project and the Los Angeles Police Department's Domestic Violence and Jeopardy Programs. The Service-Learning Program incorporates a reflection component into the curriculum so that students may relate their experiences to their community. As a result of a $50,000 State Chancellor's Fund for Student Success award, more than 100 students have been placed in more than 50 community agencies under the guidance of 20 faculty members.

Economic Educ

Marshalltown Community College

David Felland, Dean

Construction Partnership

Marshall County, Iowa, is increasing its affordable housing supply thanks to the local Habitat for Humanity Chapter and students from Marshalltown Community College. This partnership addresses two needs in central Iowa: high-quality housing for low-income households and skilled carpenters. Students in the carpentry program develop their knowledge of tools, equipment, building styles, and materials in home construction while working with Habitat for Humanity homebuyers.

Marygrove College

Glinda Price, Jr., President

Low-Income Housing for Senior Citizens

Marygrove College provides on-campus independent apartment living for senior citizens. Both buildings, the Theresa Maxis Apartments and McGivney Bethune Apartments, were built under the sponsorship of Marygrove College. In conjunction with the college's work-study and student intern programs, a variety of services and learning opportunities are provided for the residents, including nutrition education, physical fitness, computer training, and interactive art classes. Construction and operation of the buildings are funded through the U.S. Department of Housing and Urban Development's Section 8 and Section 202 programs.

Medical College of Georgia

Francis J. Tedesco, President

Rural Health Outreach Program

Located within Georgia's Health Sciences University in Augusta, the Medical College of Georgia sponsors a rural health outreach program that brings nurse-managed, family-centered health care to disadvantaged rural areas. The program links the university's school of nursing with clinics, hospitals, health and social service agencies, and community organizations in the provision of health care. A family health outreach center provides health screenings, education, counseling, and referrals to rural residents; two health clinics at Jefferson County High School offer healthcare screenings to teenagers. In addition, the program highlights many activities aimed at mothers and young children, including a maternal/infant care coordination program, a rural outreach resource mothers program, an outreach tele-electronic home visiting program, and a Jefferson Hospital prenatal center program.

The partners involved in this program are Jefferson Hospital, Jefferson County High School, Georgia Chapter March of Dimes, Clinics Indigent Care Trust Fund, Central Savannah River Area Enterprise Community, Georgia Department of Health, Telemedicine Center, Augusta State University, Georgia Southern University, Emory University, and the University of South Carolina.

Medical College of Wisconsin

T. Michael Bolger, President/Chief Executive Officer

Primary Medical Care for Inner-City Residents

The Medical College of Wisconsin and Family House, Inc., have formed a partnership to provide high-quality primary medical care services to inner-city residents of Milwaukee. The partnership also aims to entice future doctors to establish medical practices in medically underserved urban areas.

Through the partnership, physicians and medical students from the college work 4 days a week at a medical clinic owned by Family House, Inc., a community-based healthcare organization. Physicians, medical students, and medical residents provide primary care, counseling, health education, and referrals for specialty care. They also screen clients for chronic medical conditions. Besides serving local residents, the clinic provides a training ground for medical students and medical residents. These future doctors experience the challenges and rewards of providing primary care in an urban setting and learn about the special healthcare problems and needs of low-income city dwellers.

Midlands Technical College

James L. Hudgins, President

Village of Hope

Students from Midlands Technical College gain valuable skills by volunteering for the Village of Hope Family Center. City residents and college students renovated and equipped a donated building for the center, which is located in downtown Columbia, South Carolina. College students provide support for the programs and ensure that residents know about county and center programs for promoting child development, counseling pregnant mothers, providing job referrals, and preventing child abuse. More than 350 residents now use the youth tutoring and mentoring program, adult literacy program, and information center. Youth can participate in camps, afterschool tutorials, and scout troops led by college volunteers.

Mount Holyoke College

Joanne V. Creighton, President

University of Massachusetts, Amherst

David K. Scott, Chancellor

Westfield State College

Frederick Woodward, President

Holyoke Professional Development School

Three Massachusetts institutions of higher education are supporting a local school district by placing student teachers in inner-city classrooms and training urban teachers. The institutions are Mount Holyoke College, University of Massachusetts, Amherst, and Westfield State College. They are collaborating with the City of Holyoke School System, a poor urban school system with a large minority population. Through the partnership, the colleges place their teacher candidates in prepracticum and practicum sites within the school system's middle and high schools. College faculty mentors work with these student teachers through a regular onsite seminar in which all candidates participate. In addition, the colleges work collaboratively with teachers in the Holyoke School System to identify, develop, and offer professional development courses to meet teacher needs. Recent courses covered topics such as guiding students and orientations for recently hired teachers, and developing curriculums that are responsive to new Massachusetts Curriculum Frameworks.

Mt. San Antonio College

William H. Fedderson, Superintendent/President

Future Physician Assistant Community Service Initiatives

Students enrolled in the Physician Assistant Preparatory program at Mt. San Antonio College complete approximately 20 service-learning projects each year as a part of their commitment to serve the community. These projects provide students with deeper insights into their future profession. Service projects completed by the students in the past 2 years have included drug education programs; refurbishing a women's shelter in the City of Pomona; serving food to the homeless; conducting a bone marrow drive in connection with the National Bone Marrow Association and the Leukemia Foundation; assisting with Special Olympics events; and entertaining sick children at an area Ronald McDonald House. As a result of the positive student experiences and project successes, the college is considering adding service-learning requirements to other college disciplines.

Neumann College

Rosalie M. Mirenda, President

School Yard Lab

The School Yard Lab is a response to the needs of interns, in-service teachers, and the children they teach for concrete, integrated, experiential learning in the real world. This program focuses on the design and implementation of learning experiences, using investigation sites called School Yard Labs in the Garnet Valley School District, Glen Mills, Pennsylvania, and the Chester-Upland School District, Chester, Pennsylvania.

The School Yard Lab project began with the basic concept of getting more children interested and educated in their environment. Project grant funds were used to provide two elementary schools, one urban and one suburban, with the resources to create an outdoor learning lab. Staff development is provided for classroom teachers who collaborate with Neumann College interns in the development and implementation of constructivist, experiential unit plans. These unit plans are aligned with the existing curriculum and integrate three components: environmental concepts, language arts skills, and positive attitudes about learning and the environment.

As a service-learning program, the School Yard Lab allows classroom teachers, Neumann interns, and elementary-age children to gain knowledge from each other while providing a much-needed service. Intern teachers and in-service teachers are given the opportunity to collaborate, develop constructivist teaching/learning/assessment strategies, and become facilitators of learning in a three-dimensional reference library: the schoolyard. At the end of the first two semesters, the suburban school's lab contained three main areas: alpine, woodland, and meadow. By the end of 2 years, more areas had been added: Batland, a bird-feeding station, a vegetable garden, an herb garden, and a variety of trees. The urban school's lab contained a variety of gardens, including a butterfly/bird garden and a potpourri garden. A total of 1,223 individuals participated in the School Yard Lab project over 2 years, including 1,093 elementary children, 77 college students, 47 teachers, 4 college faculty, and 2 district administrators.

New Jersey Institute of Technology

Saul K. Fenster, President

Service Corps

The New Jersey Institute of Technology Service Corps works with community agencies in Newark, New Jersey, to involve students, faculty, and staff in a variety of service activities. Through the institute's service-learning and community service work-study programs, students can work with nonprofit community agencies on service projects that relate to their academic disciplines. The Housing Scholars Program, a partnership among universities, government, corporations, and community-based organizations, places students in paid summer internships with nonprofit housing developers. Through the Literacy Corps, 55 institute students tutor 1,500 children at 15 sites in the city of Newark. Finally, the Service Corps sponsors individual service events in which all students can participate. Previous projects have included working with the New Community Corporation to build a playground in Newark and teaming up with New Jersey Community Water Watch to clean up a park.

New School University

Jonathan F. Fanton, President

Participation in the Chase Competition

To form partnerships in the community, the New School University promotes the Participation in the Chase Competition, which aligns students and local community-based organizations to develop real estate projects in New York City. Working in collaboration with Chase Manhattan Bank, community development and architecture students from the university's Milano Graduate School team up with a local nonprofit organization to create a complete financial real estate development proposal for a community-based project. During a 3-month period, the students complete proposals that target market analysis, financial analysis, architectural renderings, construction budgets, and letters of community support. Among the partners in this program are the West Harlem Environmental Action Committee and the Mount Morris Park Community Association in Harlem.

New York City Technical College (CUNY)

Emilie Cozzi, President

Community Design Projects

Students enrolled in the Architectural Technology program at New York City Technical College are designing new and renovated facilities for the elderly and chronically ill. First-year students work with care providers throughout the New York metropolitan area on the projects. Through their work, students learn about the physiological, psychological, and social needs of the elderly and others who suffer from chronic diseases. Care providers benefit from low-cost building designs.

To date, college students have designed an HIV/AIDS daycare center at the Queens Hospital Center, a rehabilitation center for the elderly at Wartburg Lutheran Home in Brooklyn, and an adult daycare center at the Isabella Geriatric Center in Washington Heights. Students are now working on a respite center in Staten Island that will care for elderly clients, many with dementia, while their caretakers enjoy much-needed free time. The college is a division of the City University of New York (CUNY), and the program receives funds from the Foundation for Long Term Care.

Norfolk State University

Marie V. McDemmond, President

City of Virginia Beach Neighborhood Institute

In partnership with the City of Virginia Beach, Norfolk State University provides leadership training to Virginia Beach residents. Topics of study include community organizing, working with local governments, conflict resolution, neighborhood planning, landlord/tenant issues, and group dialogue in public forums. Field experiences such as visits to economic development areas give participants the opportunity to see firsthand (and in real settings) the challenge involved in maintaining the health of a community. The courses provide the theoretical and practical basis for citizens to develop leadership skills and other socioeconomic capacities for improving their neighborhoods.

Northern New Mexico Community College

Sigfredo Maestas, President

Housing and Urban Development Community Building Project

Working in partnership with local community-based agencies, Northern New Mexico Community College sponsors the Housing and Urban Development Community Building Project to increase educational and employment opportunities for nine disadvantaged and minority students. The project supports and coordinates the interns in their work with community agencies, including local government agencies such as the courts, family and youth services, human resources, community-based agencies, social services agencies, police departments, mental health centers, and school districts. In addition to working in four different agencies during a 2-year period, the students participate in a leadership development institute.

Because the college is located in rural Northern New Mexico, which has a strong Hispanic and Native American population, the project targets the region's need for professionals from within the community to sustain the local agencies. This project supports the capacity for building of those rural communities and promotes economic development and improved educational access.

Northland Pioneer College

Gary Passer, President

Early Child Development Program

Daycare providers in Arizona's White Mountain Apache Tribe receive child development training through a partnership between the Tribe and Northland Pioneer College. The Early Childhood Development Program serves family daycare providers and staff members at local Head Start and tribal daycare programs. Approximately 100 parents and 45 childcare providers benefit from the training each year. The program receives funds from the Tribal Child Care Block Grant. Grant funds also subsidize childcare services for more than 200 children.

Parents of children who qualify for subsidized childcare must attend a college course titled, "Orientation to Child Care Workshop," which helps them improve their parenting skills. Each month the college also offers evening workshops for childcare providers. The tribal daycare program pays its staff members higher salaries if they participate in the workshops or take Early Childhood Development courses at the college. Tribal childcare providers attend the courses to qualify for their Child Development Associate credential. Before this project began, family childcare providers had no organized training experiences available to them.

Northland Pioneer College

Gary Passer, President

Extended Day Child Care Program

Northland Pioneer College collaborates with the Northern Arizona Council of Governments' Head Start program to provide childcare services when Head Start is not in session. Through the partnership, college students care for 18 children on weekday afternoons and all day during the summer. The program allows the children, ages 3-5, to stay in the Head Start facility all day, rather than moving to another daycare setting after Head Start closes. Children make fewer transitions and maintain a more consistent relationship with their caregivers.

The partnership allows students in the college's Early Childhood Development Program to gain practical experience while working toward their national certification. It also helps to broaden the professional experiences of early childhood care providers who can observe Northland students as they model high-quality service provision.

Oglethorpe University

Donald S. Stanton, President

Urban Leadership Program

Students at Oglethorpe University are learning to be active participants in their community through the college's Urban Leadership Program. This certificate program combines coursework with co-curricular activities to prepare students to make productive and constructive contributions to their communities. Partially funded by The Rich Foundation, students learn to apply leadership theories and concepts by working in their communities. Students participate in public issues seminars on topics such as community building, transportation, education, and healthcare. Students also perform internships at local and regional organizations. Internships completed over the years have included positions with the State legislature, local and State chambers of commerce, community food banks, arts organizations, corporations, and nonprofit organizations.

One way the Urban Leadership Program helps the community is by conducting community projects such as a student survey project for the Lynwood Park Neighborhood. Students evaluated the physical and aesthetic conditions of neighborhood homes and infrastructure, helping local government agencies to assess community development needs.

Rutgers, State University of New Jersey, New Brunswick

Francis L. Lawrence, President

Citizenship and Service Education Program

The Citizenship and Service Education Program is a major collaborative effort between Rutgers, State University of New Jersey, New Brunswick Campus, and area schools, hospitals, social service agencies, and other community partners. The program's goal is to improve the quality of urban life. It is built on a philosophy of active learning and a belief that students learn about citizenship by doing. Through a combination of classroom instruction and service-learning placements, student volunteers engage in 40 hours of community service. In 1998–99, more than 225 community-based partnerships benefitted from the services of more than 2,500 students enrolled in 60 arts and sciences and professional courses. Since the program's inception, university students have rendered almost 150,000 hours of volunteer service.

Examples of student programs include establishing and running a French language program for a school that had no foreign language offerings; providing tutors in 50 Head Start classrooms; teaching fifth- and sixth-grade experimental sciences; designing maps and signs for New Jersey courthouses; serving in a soup kitchen; working in a pediatric AIDS ward; teaching music, dance, theater improvisation, and mural painting; organizing mathematics and science clubs and homework support programs for elementary and middle schools; producing public service announcements for radio and television stations; providing health information to at-risk populations; teaching business skills to adjudicated youth; and designing informational materials and computer databases for service agencies.

The program also provides technical assistance to service-learning programs at educational institutions across the United States and overseas on the management of community service programs, risk management and liability issues, supervision and evaluation of students in service-learning programs, the forging and nurturing of university-community linkages, and the recruitment and orientation of community partners.

The John J. Heldrich Center for Workforce Development

Rutgers, State University of New Jersey, New Brunswick

Francis L. Lawrence, President

The John J. Heldrich Center for Workforce Development is the result of a partnership between Rutgers University, New Brunswick, and a group of private- and public-sector professionals. The center was founded to respond to the requirements of the Workforce Investment Act of 1998, which called for the establishment of county-based "Workforce Investment Boards" that would develop, implement, and oversee strategies to put people to work in New Jersey. The Heldrich Center is the primary contractor with New Jersey's Department of Labor and its State Employment and Training Commission. University representatives contribute their expertise in research and quantitative methods to help optimize the likelihood that workforce development efforts will succeed. Prior to the founding of the center, university representatives helped to conduct the Heldrich Leadership Institute, which trained a cadre of experienced private- and public-sector representatives who subsequently formed the nucleus of the various Workforce Investment Boards. The Heldrich Center operates a Web site with Rutgers University, on which information about jobs, job training, and other employment-related matters is available around the clock.

Rutgers Community Outreach Partnership

Rutgers, State University of New Jersey, Newark

Norman Samuels, Provost/Dean

Rutgers University, Newark, the Newark Center for Families and Communities; and other community partners have formed the Rutgers Community Outreach Partnership to provide comprehensive healthcare, social, educational, and legal services to Newark families and communities. The partnership is funded by a HUD grant of almost $400,000 along with significant university resources. Program goals are to help improve the quality of life of inner-city families and to increase Rutgers students' awareness of urban issues as they prepare for careers in the health and social services professions. The multidisciplinary center provides urban families with a one-stop center for information and assistance through its storefront facility in downtown Newark.

The center offers graduate and undergraduate students practical work experience to complement classroom learning. Students in a myriad of programs—including law, management, criminal justice, nursing, public administration, women's studies, conflict management, psychology, social work, pharmacy, and nutritional sciences—work under faculty supervision to provide services that address expressed community needs. The center also offers opportunities for students to conduct interdisciplinary research. University faculty from a variety of disciplines are involved.

St. Ambrose University

Edward J. Rogalski, President

Children's Village

Children's Village, an early-learning center for infants, toddlers, and children in Davenport, Iowa, opened in 1998. The program provides a supportive environment where children from birth to 5 years of age can learn the skills necessary to succeed in kindergarten and beyond. St. Ambrose University, the Davenport School District, and Head Start collaborate on the program. Most program participants live in low-income households.

The Davenport School District provides space for the center and acts as its fiscal agent. St. Ambrose designed the program model and provided the director. Early childhood education students use the center as a laboratory for their observations and student teaching. Head Start contributes its social service, health, nutrition, and parental involvement programs.

Children's Village receives funds from Title I, Head Start, grants, and tuition. The Mississippi Bend Area Education Agency serves children with special needs, their parents, and teachers. Davenport Schools and St. Ambrose are negotiating an agreement to expand the program throughout the district.

Saint Xavier University

Richard Yanikoski, President

Faculty Practice at the Family Health Society

To increase access to primary healthcare services for at-risk residents, Washington Square Foundation, the Family Health Society, and Saint Xavier University host the Faculty Practice at the Family Health Society program to provide physical care and educational materials to residents who live in south suburban, metropolitan Chicago. Targeting 1,000 residents who lack adequate health insurance, the program provides physicals, immunization, health education, and health screenings. In addition, a family practice model that integrates teaching with practice and scholarship is used. As a result, nurse practitioner faculty and students foster mentoring relationships that help student transitions into clinical practice.

Salve Regina University

Therese Antone, RSM, President

Expanding Collaboration to Ensure Learning

Salve Regina University is working with Sullivan Elementary School to establish a community of learners from which both college and elementary school students can benefit. The collaboration, called Expanding Collaboration to Ensure Learning, helps elementary students learn at higher levels while college students learn how to become good teachers. The university's Professional Development School coordinates the program.

University students begin their elementary school experience by tutoring and serving as mentors to the younger children. As undergraduates progress through the program, they participate in classroom observations, student teaching, and other teaching experiences. Elementary students visit the Salve Regina campus to learn about post-secondary education and career opportunities and to spend time with their "Salve Buddies." Parents also benefit from the program, which encourages them to share actively in the day-to-day work of their children. College-sponsored programs help parents upgrade their own academic and parenting skills, discover opportunities for possible employment, and acquire the skills they need to find good jobs.

Community Concepts

San José State University

Robert L. Caret, President

Students at San José State University work in area schools and neighborhood organizations through Community Concepts, a campuswide interdisciplinary service-learning course. The course, offered in partnership with local community-based organizations, involves students in serving multicultural and disadvantaged populations at schools, a children's museum, a homeless program, and a senior center. Students reflect critically on their experiences through journal entries, papers, and onsite seminars. Six colleges list the course among their offerings: Applied Sciences and Arts, Education, Engineering, Humanities and Arts, Social Science, and Social Work. Approximately 75 students enroll each semester.

Two faculty members teach the course and coordinate volunteer placements with site supervisors at each community organization. Site supervisors describe their organizations' service opportunities at the first class meeting, supervise students onsite, facilitate weekly seminars, and read student journals. Program activities include tutoring and serving as mentors to children, helping clients at homeless shelters, visiting homebound elders, and serving as conversation partners with ethnic elders preparing for U.S. citizenship.

Transdisciplinary Health Project

San José State University

Robert L. Caret, President

Students at San José State University are learning how to serve people with serious mental illnesses through the Transdisciplinary Health Project. Undergraduates work under the supervision of faculty members and the Alliance for Community Care, a mental health agency and program partner. The students serve persons living in three group settings in San José.

Faculty members and students from the university's nursing, communication disorders, therapeutic recreation, and occupational therapy programs can enroll in the class. Participants assess the health needs of adults with serious mental illnesses, develop care plans, provide services under supervision, and participate in a weekly transdisciplinary seminar. Project staff are conducting applied research to evaluate the program's impact. Funding comes from the university, the alliance, and the university's Community Outreach Partnership Center.

Santa Clara University

Paul L. Locatelli, SJ, President

Eastside Project

Santa Clara University promotes community-based education of its undergraduates by connecting classroom learning with service-learning opportunities. The Eastside Project benefits low-income people and allows students to learn from people who are poor, marginalized, or struggling against discrimination.

Each academic quarter, students can choose to work at a variety of appropriate community sites specified by their professors. Sites include homeless shelters, multilingual/English as second language educational programs, law clinics, convalescent hospitals, immigrant service centers, and a parish intergenerational theater company. Each student's placement is linked to an academic class, where students can bring their community-based learning into dialogue with campus-based coursework. Students are challenged to raise new questions from the perspectives of the people they are meeting at their Eastside placements. In this way, the Jesuit tradition of educating for social justice can be at the heart of the university's educational effort.

South Georgia College

Edward D. Jackson, Jr., President

Mobile Nursing Clinic

Since 1996, nursing students at South Georgia College have worked with local agencies to provide health care to 2,000 underserved clients in remote rural areas. The students, who are studying for an associate degree, conduct basic health assessments for adults and children, perform minor procedures, and provide health information from the college's mobile medical clinic. The college also partners with a local shelter to provide health services to women and children who are victims of domestic violence. In addition, nursing students collaborate with community agencies to provide cancer screening clinics.

The mobile health clinic operates in remote areas of rural southeast Georgia, where culturally diverse residents have limited access to transportation and community health services. Infant mortality and teen pregnancy rates in the area are among the highest in the nation. Funding for the mobile nursing clinic comes from the Board of Regents of the University System of Georgia, the college, and community agencies.

Southeast Missouri State University

Dale F. Nitzschke, President

Bootheel Initiative

In response to the need for employment opportunities for welfare families in six counties of southeastern Missouri, Southeast Missouri State University sponsors the Bootheel Initiative, which targets self-sufficiency and skills training for disadvantaged residents who are scheduled to be terminated from the Federal-State Temporary Assistance to Needy Families program.

Under the leadership of the College of Health and Human Sciences and through the Regional Coordinating Council of service providers and residents, the initiative conducted a regionwide inventory of human services to determine individual, family, and community needs; this inventory resulted in the placement of multidisciplinary undergraduate student teams into selected Bootheel organizations for service learning and community assistance. Among the services provided by the initiative are computer training classes, afterschool tutoring programs, literacy programs, job-readiness training, the "Saving Our Little Sisters Network," summer camps, and links to the faith community.

The Bootheel Initiative is the result of a collaboration between the university, the Missouri Department of Social Services, Bootheel human service agencies, the Southeast Missouri Private Industry Council, the Missouri Department of Economic Development, the Missouri Department of Transportation, and the Southeast Missouri Weed and Seed, Inc.

Spalding University

Thomas R. Oates, President

Memorial Park Revitalization

Faculty and students at Spalding University are working with local residents and governments to turn a historic park into a high-functioning, creative, and visually engaging space. Enrolled in the university's Public Art Program, the students have been working to revitalize Memorial Park in Old Louisville since August 1995. More than 300 local residents have worked on the project.

Students conducted extensive research on local history and related public spaces before proposing the project. The City of Louisville provided $50,000 for the revitalization. Spalding University contributed $8,000 from its general budget and another $1,000 of grant funds received from the National Service Corporation. Spalding University students, faculty, and staff have donated more than 3,825 hours to the project, while community volunteers have worked for more than 1,000 hours.

To date, the students have removed fencing and walls that created a visual and physical barrier at one park entrance. They also developed a 189-foot-long mosaic tile wall on the north end of the park and are now working to improve the park's main entrance.

State University of New York at Albany

Karen R. Hitchcock, President

Community Action Learning

The Center for Excellence in Teaching and Learning, State University of New York at Albany, has developed a series of projects called Community Action Learning, which incorporate community service into the course curriculum. The purpose of the Community Action Learning program is dual: to provide much-needed services in the community and to establish and encourage in students a commitment to lifetimes of community service. Teams of students select a service site from a wide range of participating organizations and programs: elementary schools, a Mohawk community, afterschool programs, daycare centers, and programs for the elderly. As they perform services, students are encouraged to reflect and discuss issues of volunteerism, creativity, personality, culture, and language.

State University of New York at Albany

Karen R. Hitchcock, President

Community and Public Service Program

The Community and Public Service Program is a partnership between the State University of New York at Albany and community agencies within the capital region. The purpose of the program, which is administered through the university's School of Social Welfare, is to foster undergraduate community service by awarding three academic credits for up to two semesters of community service. Students choose from 300 program-affiliated agencies that range from government agencies to homeless service organizations, hospital and healthcare facilities, and schools.

Participation in the program enables students to translate classroom knowledge into real-world experience. The students negotiate a learning contract with the agency, outlining their specific duties, work schedules, and learning objectives to create a valuable work experience that will meet the needs of the agency while helping the students to prepare for their careers.

State University of New York at Albany

Karen R. Hitchcock, President

Partnership To Tutor At-Risk Children

The America Reads Program is a partnership between the State University of New York at Albany and elementary and secondary students from local school districts. The purpose of the partnership, which is administered through the Department of Reading at the university's School of Education, is to provide at-risk children with the special, one-on-one attention they need to become stronger and more motivated readers and writers. The program pairs each child with a master's degree candidate for individualized tutoring. Teachers, principals, and parents make referrals to the program, which has room for 50–75 students each term. The students meet with their tutors twice a week after school for 1 hour. Each session is devoted to improving a student's reading and writing skills.

State University of New York at Albany

Karen R. Hitchcock, President

UAlbany Business Connection

UAlbany Business Connection is a collaboration between the university's School of Business and the Albany Colonie Chamber of Commerce. The purpose of the program is to support local businesses while providing bachelor's and master's students with valuable real-world experience. UAlbany Business Connection solicits proposals from area businesses that need assistance with special projects; business professors then use these proposals to develop semester-long projects for teams of students. Classroom instruction centers on the projects, and students earn academic credits for completing them. Students learn how to meet client needs and develop an acceptable end product while serving the local business community.

Sullivan County Community College

Mamie Howard Golladay, President

Reading Tutor Project

At Sullivan County Community College in Loch Sheldrake, New York, elementary education majors in their first semester enroll in a course that focuses on academic skills and career exploration. The course pairs students with third graders at Liberty Elementary School who could thrive with special attention from a reading tutor. Teachers at the elementary school direct the tutorial, giving the college students specific assignments to complete with the youngsters during afterschool sessions. The initial results of the program have been that the college students enjoyed the teaching opportunity, while the elementary school students' reading scores rose dramatically. The program has proven to be highly successful despite its biggest obstacle: transporting the tutors from campus to the elementary school, 5 miles away. The school board bridged this gap by funding school bus transportation using a "Youth At Risk" grant. An "America Reads" grant funds additional teaching opportunity for education majors who wish to continue in the program.

Texas Southern University

James M. Douglas,
President

Community Development Leadership Program

To enhance future economic and community development in the region, Texas Southern University offers the Community Development Leadership Program to generate a cadre of community development professionals equipped with the requisite academic background, technical skills, and practical experience. Using an interdisciplinary approach, the program focuses on aspects of community and economic development such as housing construction and rehabilitation, land use, new business development, commercial development, and leadership development. Students participate in the program by conducting community service activities, evaluating community affairs forums, and serving in internships with agencies such as Local Initiatives Support Corporation, Federal Reserve Bank, United Way-affiliated agencies, and community development corporations in the Houston area.

With funding from the Fannie Mae Foundation, the program is a partnership among the university, the Third Ward Community Development Corporation, financial institutions, community proprietors, governmental agencies, local businesses, and nonprofit organizations.

Union Institute

Robert T. Conley,
President

United Teachers of Dade Doctoral Program

In partnership with United Teachers of Dade, Union Institute provides an educational model doctoral program that focuses on the delivery of education to youth and communities in Ohio.

Designed to encourage creative problem solving and pedagogy at the grassroots level, the program promotes interdisciplinary studies, social responsibility, the coming together of theory and relevant practice, and personal growth. Working in collaboration with local social service agencies, students are involved in social action projects, such as homelessness, immigration, and migrant children. In addition, students participate in antiviolence activities, early intervention, parenting education, teacher education workshops, and transitional programs for at-risk youth up to the age of 21.

The students also work with the Florida Diagnostic Learning Resource System, which screens children for disabilities and serves as the home of Child Find, the Federal system locating at-risk infants and toddlers.

University of Akron

Marion Ruebel, President

Kent State University

Carol A. Cartwright, President

Youngstown State University

Leslie H. Cochran, President

College of Medicine's Academic Health Department

Northeastern Ohio Universities College of Medicine (NEOUCOM) is a community-based medical school made up of a consortium of three State university partners: the University of Akron, Kent State University, and Youngstown State University. NEOUCOM's Division of Community Health Services provides a bachelor's/medical (BS/MD) degree program that promotes teaching, research, services, and activities that are community based. The division has developed an academic health department that links with local health departments, which then serve as teaching agencies for medical students. The public health departments sign agreements that are similar to those signed by NEOUCOM's associated teaching hospitals and offer two required courses: a BS/MD practicum and a community medical clerkship. Currently, six local health departments are involved.

In addition to developing joint teaching, service, and research activities, the collaboration involves medical students in activities that improve community health. The results of the academic health department's partnerships include an increased understanding of community health problems resulting from strong links between NEOUCOM and community health practitioners and the sharing of faculty between NEOUCOM and community agencies.

University of Arkansas, Little Rock

Charles E. Hathaway, Chancellor

Friday and Sturgis Service-Learning Fellows

The University of Arkansas, Little Rock, began the Friday and Sturgis Fellows program in 1997 to develop students' leadership and commitment to community. Selected juniors and seniors in the program attend weekly seminars with community leaders, contribute more than 125 hours of volunteer work in the community, participate in summer and spring break community service experiences, and conduct an indepth study of a community issue. In 1997 and 1998, fellows spent time on local Habitat for Humanity projects, community gardening, and AIDS education; worked with at-risk children; and conducted marketing studies for a new local science museum. The fellows program is supported by the Herschel H. Friday family and the Catherine and Roy T. Sturgis Foundation.

University of Connecticut

Philip E. Austin, President

Urban Legal Initiative, Inc.

In order to strengthen urban neighborhoods and communities, the University of Connecticut sponsors the Connecticut Urban Legal Initiative, Inc. which allows law students to identify neighborhood problems that typify urban blight and devise strategies to address them.

As a nonprofit corporation housed within the university's law school, the initiative encourages law students to develop concrete legal responses to urban problems through litigation, negotiation, financial restructuring, policy studies, and legislative proposals. The students work for academic credit under the supervision of experienced attorneys and collaborate with professional-affiliated representatives in the community.

University of Connecticut

Philip E. Austin, President

Center for Children's Advocacy, Inc.

As a way of benefiting disadvantaged children within the community, the University of Connecticut offers the Center for Children's Advocacy, Inc., to target the legal rights of this special population. As a nonprofit corporation housed within the university's law school, the center organizes and coordinates the efforts of students who take legal action to help poor children in the Hartford region. This initiative is the result of a collaboration between the center and representatives from the judicial, child welfare, health and mental health, educational, and juvenile justice systems.

University of Delaware

David P. Roselle, President

Nonprofit Management Certificate Program

The University of Delaware's Center for Community Development/Family Policy and the Division of Continuing Education offer a 16-week nonprofit management certificate program. This program, which celebrated its 10th anniversary in the spring of 1999, offers courses in strategic planning, financial analysis/reporting, technological applications, advocacy and political action, human resources management, program evaluation, marketing, and fundraising.

Since 1990, more than 170 nonprofit managers have received certificates, with approximately 20 nonprofit managers in each year's course. With nonprofit organizations facing reduced levels of support, changes in operating environment, and greater accountability, it is imperative that nonprofit managers have the necessary background and skills to help their agencies accomplish their missions. Students hear from experts and participate in individual and small group exercises, applying concepts presented in lectures to specific problems of participants' agencies. Outside assignments include developing an actual strategic plan for each participant's agency; the final session integrates and synthesizes the entire program, providing a framework integrating this knowledge in participant agencies.

Partners include the Delaware Association of Nonprofit Agencies; the Community Services Building, a nonprofit incubator; Diamond.net, a statewide electronic bulletin board/Internet gateway for nonprofits; and the Community Development Resource Center, which houses a nonprofit resource library. Seed money was provided by the Gannett Foundation; nearly 20 regional banks have provided $146,000 since 1990.

University of Detroit, Mercy

Maureen A. Fay, OP, President

LISP—Community Service Agency Track

To foster strong bonds between the students and the community, the University of Detroit, Mercy initiated the Leadership in Service Program—Community Service Agency Track to provide leadership training and development. Working in collaboration with the Leadership Development Institute, a program funded by the W.K. Kellogg Foundation, the Community Service Agency Track provides training, personal and professional development workshops, and other opportunities for staff members and volunteers from local community service agencies, neighborhood associations, and grassroots organizations throughout Detroit.

The Community Service Agency Track has three components: leadership skills workshops, community service activity, and personal reflection. The community service component is designed for the community participants to develop a service project for their organization that could be accomplished by University of Detroit, Mercy students. An intergenerational opportunity is provided for students, professional staff, and volunteers from the community to interact and learn from each other.

With funding from the W.K. Kellogg Foundation, the University of Detroit, Mercy established the Leadership Development Institute in 1996 to build students' leadership potential and increase awareness of urban conditions that may lead to effective community change.

The Leadership in Service Program has three components. Leadership workshops offer comprehensive skill-building sessions designed to provide students with fundamental leadership skills. Community service opportunities allow students to use their individual talents in volunteering for diverse agencies throughout the metropolitan Detroit area. Partners in this effort include agencies targeting the elderly, health, housing, ministry, poverty, substance abuse, tutoring, youth, and domestic violence. The third component, reflection, helps students connect their learning experience with broader community issues and increase their awareness of their role as leaders within the community.

Upon completion of the program, students receive the Leadership Certificate of Service or the Leadership Medallion of Service. Students also receive a leadership résumé and are honored at the annual Campus Leader Awards Banquet.

University of Detroit, Mercy

Maureen A. Fay, OP, President

Detroit Collaborative Design Center

By teaming students and faculty from the University of Detroit, Mercy's School of Architecture with professionals and nonprofit organizations, the Detroit Collaborative Design Center offers high-quality architectural design and neighborhood development to inner-city communities. As a center for applied research in design and development, the Detroit Collaborative Design Center serves to build sustainable community revitalization in inner-city neighborhoods by developing interactive workshops for community organizations; and by teaming students, professionals, and community leaders to implement projects that have consistently received design awards from the American Institute of Architects. The projects emphasize design excellence, using advanced digital design technology to satisfy community-defined design criteria, local needs, and program requirements. Special attention is paid to the concerns of community development organizations with a thorough understanding of the local project development process—particularly important when budgets are strictly limited.

Partnership for Training

University of Detroit, Mercy

Maureen A. Fay, OP, President

In 1995, the University of Detroit, Mercy collaborated with nine area institutions to form the Greater Detroit Area Partnership for Training, a program designed to address the need for primary care providers in the Detroit area. The program's mission is to offer a regional interdisciplinary educational program to prepare nurse practitioners, nurse midwives, and physician assistants for clinical practice in underserved areas of Detroit.

In fall 1997, the Partnership for Training Scholars program was begun with individuals recruited from medically underserved areas. Educational components of this program include community sponsorship, mentoring, clinical training opportunities, and financial and other practical support. By working as part of a team in churches, schools, shelters, and clinics, students become culturally competent clinicians who are committed to the delivery of community-oriented primary care in medically underserved areas.

The academic institutions collaborating with the University of Detroit, Mercy are Oakland University, University of Michigan, and Wayne State University; employer partners include Detroit Health Department, Detroit Medical Center, Henry Ford Health System, Mercy Health Services, and St. John Health System. In addition, many community and church partners have contributed to the project by addressing strategies for student recruitment, program retention, and commitment to practice in their respective communities. This program is 1 of 12 such initiatives nationwide funded by the Robert Wood Johnson Foundation.

Service-Learning Program

University of Detroit, Mercy

Maureen A. Fay, OP, President

In 1996, the University of Detroit, Mercy initiated the Service-Learning Program to link students' awareness with community needs. By integrating course theory with community-based experiences, this cross-disciplinary program helps students develop an understanding of community needs, gain valuable insight through practical experience, and grow as educated citizens. The program has grown from 70 students serving 20 community agencies in 1996 to 388 students serving 55 agencies in 1998.

Working in partnership with the Leadership Development Institute, the Service-Learning Program helps students, faculty, and community service agencies with the logistics, presentations, placement, evaluation, and reflection required for effective service learning. As part of this program's unique structure, service learning allows for students from different courses to provide services at the same agencies. Service-learning courses such as business, psychology, criminal justice, nursing, philosophy, human service, chemistry, communication studies, political science, and religious studies link students with agencies throughout Detroit to serve community needs.

The Service-Learning Program emphasizes reflection as an essential component of service learning. The focus of reflection is on self, service, social justice, societal issues, and ways in which individuals process and analyze a community service experience. Trained facilitators conduct the reflection sessions, using small group discussion, mediation, and other methods to help students enhance their understanding of community needs and learn their role of educated citizens.

University of Illinois at Chicago

David C. Broski, Chancellor

City Lab

The City Design Center (CDC) at the University of Illinois at Chicago (UIC), in partnership with city agencies and community representatives, conducts the development of special education projects relevant to architectural design and planning in the Chicago area. The City Lab studio gives planning and architecture students an opportunity to link theory, practice, and social interests while providing design and planning assistance to local communities. Faculty members and CDC co-directors are responsible for identifying projects, preparing materials, advising public agencies and nonprofit organizations on implementation, and preparing a final report. The program includes a regular term course, intensive summer courses, a workshop, and decision sessions designed to deal with issues in developing a course proposal or refining course results.

University of Louisville

John W. Shumaker, President

Dental Partnership Program

In collaboration with the Colgate–Palmolive Company, the Jefferson County Public School System, and the Greater Clark County School System, the Dental Partnership Program at the University of Louisville School of Dentistry provides dental services to needy students at 11 public elementary schools throughout the community. Children participating in the Dental Partnership Program are screened at the beginning of the academic year to determine their eligibility, based on family income and oral health status. Each week, the child is transported to the School of Dentistry for comprehensive dental care. All treatment is provided by student dentists and student hygienists under the supervision of dental faculty. For the 1998–99 school year, 157 children participated in the program. Funding for the project, provided by the Colgate–Palmolive Company, includes reimbursement for clinical services rendered, transportation, and oral healthcare products distributed to program participants.

University of Louisville

John W. Shumaker, President

Service-Learning Program

The University of Louisville provides a comprehensive service-learning program composed of a curriculum-based service, an international service-learning program, an alternative spring break, and an independent service. Students who participate in the curriculum-based service-learning component are assigned community service that relates to course content. Others take part in an intensive, short-term, intercultural service program. University of Louisville students can opt to spend their spring break volunteering. Some students tutor school-age children, repair houses, and preserve hiking trails. Students have donated more than 50,000 hours of their time to service-learning projects that include work in agencies such as the HIV/AIDS Legal Clinic, Metro United Way, the Center for Women and Families, Home of the Innocents, Kentucky State Reformatory, Hospice of Louisville, Volunteer Firefighters, NAACP, Red Cross, and Catholic Charities.

University of Maryland, Baltimore County

David J. Ramsay, President

Project Link and ACTION

Project Link and ACTION at Westport School in Baltimore City allow students at the University of Maryland, Baltimore County, to provide direct service to urban youth living in a community at risk for drug use, crime, and violence. The service-learning students, along with other university and school staff, manage activities that provide youth with a safe, nurturing environment after school. The programs aim to provide 4th and 5th graders with increased self-esteem and options that prevent them from becoming involved in delinquent or criminal behavior. Program activities include tutoring in mathematics and reading, community service projects, and school-to-career activities. The service experience of the university students is enhanced by a structured learning component in which they establish learning objectives, maintain journals, attend reflection seminars, and are evaluated by their service site supervisors. Students also have the option of linking their service experience to credit coursework taught by university faculty in the departments of education, sociology, social work, and psychology. The Westport afterschool programs are funded by the Maryland Governor's Office of Crime Control and Prevention and the Maryland State Department of Education.

University of Maryland, College Park

William E. Kirwan, President

Adult Health and Development Program

University of Maryland, College Park, offers several service-learning components in its community outreach programs. Each semester, the Adult Health and Development Program trains 70–100 students and volunteers to help older adults improve their health, well-being, and knowledge about health. For nine Saturday mornings, local residents work with residents of veterans' nursing homes and with people who have developmental disabilities. The training is an intergenerational, service-learning program, health education course, and medical school elective.

University of Minnesota, Twin Cities

Mark G. Yudof, President

The University-Neighborhood Network

A project of the Neighborhood Planning for Community Revitalization at the University of Minnesota Center for Urban and Regional Affairs, the University-Neighborhood Network acts as a matchmaker between faculty, students, and neighborhood organizations. Since it started in 1997, the project has developed into a Web-based clearinghouse where college faculty, students, and neighborhood groups collaborate on course-based projects that address community issues. A graduate research assistant, who operates the network, identifies university courses that cover areas relevant to urban neighborhoods and offer a student research component. Neighborhood-based revitalization organizations in Minneapolis and St. Paul are invited to develop project descriptions for potential student research projects within these courses. Students enrolled in the courses are encouraged by their instructors to select a neighborhood project to fulfill their course requirement. After students select University-Neighborhood Network projects, they work with neighborhood organizations and instructors to meet both the course requirements and the needs of the neighborhoods.

University of Mississippi Medical Center

A. Wallace Conerly, Dean

Jackson Medical Mall

Medical patients in Jackson, Mississippi, go to the local shopping mall if they want to feel better. Located in an economically depressed neighborhood, the once-vacant mall houses all the teaching clinics operated by the University of Mississippi Medical Center. Thanks to the center and to the leaders in Jackson's African-American community, the mall is now a thriving health center instead of a target for vandals and a haven for crime.

Until early 1998, the Mississippi Medical Center treated 100,000 patients annually in a 40,000-square-foot space on the its campus. The space was inadequate, but the center could not afford to build a $30 million freestanding ambulatory care center on campus. Encouraged by prominent members of Jackson's African-American community, the medical center created the nonprofit Jackson Medical Mall Foundation, which purchased the mall with center-backed loans.

All of the medical center's specialty clinics now operate from what was a 191,000-square-foot department store. The medical center also runs a primary care center at the mall, where patients can receive treatment without a physician's referral. City social service agencies, the State health department, and other health-related organizations have offices in the building.

University of Nevada, Las Vegas

Carol Harter, President

Studies of Selected Quality-of-Life Issues

The University of Nevada, Las Vegas participated in a joint university-community project to inform citizens and policymakers about the problems and solutions to local quality-of-life issues. A total of 41 team members—consisting of community professionals, university faculty members, and university graduate assistants—formed 10 research teams that examined the following urban issues: affordable housing, school availability, health and human services, water quality and availability, air quality, traffic and transportation, law enforcement and corrections, worker training, Nevada's role in managing regional growth, and city-county cooperative planning efforts. The project made possible an outstanding opportunity for graduate students to work closely with community and university experts; it also produced a final report with information and recommendations designed to strengthen the community.

University of North Alabama, Florence

Robert L. Potts, President

Community Clinic

Many residents of Florence, Alabama, consider regular health care a luxury, not a necessity. To connect the medically underserved and uninsured, the University of North Alabama College of Nursing teamed up with the Florence Housing Authority and developed a community health clinic. The clinic is located in a converted unit of a public housing complex and is furnished with basic supplies and equipment donated by vendors, hospitals, and community organizations. The services at the center are managed by the nonprofit Northwest Alabama Community Health Association. Nursing students from the university spend a portion of their clinical rotation at the clinic; a local physician provides oversight of the medical services offered to the working poor who lack healthcare insurance, Medicaid, or Medicare.

University of Oklahoma

David L. Boren, President

HOME Reconstruction Program

The HOME Reconstruction Program demolishes substandard single-family homes in Norman, Oklahoma, and builds new homes on the vacant lots. A partnership between the City of Norman, the University of Oklahoma, and Moore-Norman Area Vocational-Technical Center, the program has built two homes to date. A third construction project is underway. Students in the university's College of Architecture design the new homes as part of their spring semester coursework. During the fall semester, university and center students work with instructors to build the homes. The University of Oklahoma serves as the project's general contractor and executes a construction contract with homeowners. City agencies administer the program, monitor the work in progress, and provide inspection services. Federal HOME Program funds pay for the housing demolition and construction. Homeowners receive deferred-payment loans to purchase the homes. Required matching funds come from the active participation of university and center instructors and student laborers.

University of Redlands

James R. Appleton, President

Community Service Requirement

Committed to teaching the ethic of service outreach, the University of Redlands, in Redlands, California, requires all undergraduates to take a three-unit service-activity course. Each year, students meeting this requirement perform more than 20,000 hours of service at hundreds of schools, hospitals, and nonprofit agencies in the local community and throughout the world. Students work in homeless shelters, preschools, police departments, safe havens, and numerous other agencies.

Student service does not end with the required service-activity course. Students can enroll in service-learning courses during Interim (January term). In 1998, students in such courses helped elderly, low-income, and Spanish-speaking individuals prepare income tax forms; taught physical education to physically challenged children; repaired musical instruments for local public schools; worked with impoverished children in Haiti; taught English to elementary students in Japan; and worked in dozens of agencies throughout Southern California.

In addition, the university's many student service clubs (such as Circle K, 11 fraternities and sororities, Amnesty International, the African-American Association, and the Women's Resource Center) provide thousands of hours each year in volunteer outreach for agencies and programs. These service clubs are the foundation of the entire community service-learning program and link the students to the world that awaits them after graduation.

University of Southern Colorado

Tito Guerrero, III, President

Nursing School Partnership

A partnership between University of Southern Colorado nursing students and the Pueblo School District provides health care to students from kindergarten through 12th grade. The university's nursing program provides pediatric and community health clinic support. Student nurses deliver a range of services to the children, including vision and hearing screening, immunization clinics, health education and promotion, home visits, consultation on health issues and concerns, and in-service training for school staff. The Pueblo School District saves resources that can be channeled into classroom improvement, and the children and their families benefit from better access to preventive and health services. The program also gives the nursing students practical experience to help them in the future. A faculty member holding a joint appointment with the University and the school district serves as Nursing Services Coordinator.

University of Southern Colorado

Tito Guerrero, III, President

Service-Learning Link

As a member of the Colorado Compact for Service Learning, the University of Southern Colorado sponsors an extensive service-learning program. This program matches faculty and students with requests for research, planning, and technical assistance from communities throughout southern Colorado. A centerpiece for the project is the Service-Learning Link interactive Web site, which will match these service-learning opportunities with the appropriate staff and community members. A team of faculty, undergraduates, and graduate students—along with the Pueblo Public Library and a number of community agencies—is designing, testing, and launching the site. Team members come from systems engineering, computer information services, social work, and mass communications. The Pueblo United Way coordinates the effort.

University of Texas, Houston

M. David Law, President

Acres Homes Partnership

In September 1996, the University of Texas, Houston Health Science Center established a partnership with the Acres Home Community to bring service and educational programs to this Houston neighborhood. Early in the partnership, a health assessment committee of community residents and service providers identified family, health, elderly, environment, substance abuse, and violence as the community's most critical health concerns. Working in partnership with the university, community groups sponsored programs to address these concerns, including health fairs and forums, dental clinics, and a survey of environmental conditions.

University faculty members and students participate in several community programs. For example, students in the School of Public Health conduct a community health assessment during their Acres Homes Practicum course. Through the Student Nurse Program for the Isolated Elderly, university nursing students visit older persons to identify health needs and community resources to meet those needs. Another program, called Playing and Learning Strategies, focuses on mother-child interactions and helps families find helpful community resources. The Acres Homes Partnership receives funds from the university and an Episcopal Health Charities grant project.

Abenaki Community Partnership Project

University of Vermont

Judith A. Ramaley, President

Social work students at the University of Vermont are learning about and forging a bond with the State's Abenaki Native American community. Through the Abenaki Community Partnership Project, students complete a 450-hour social work field practicum during each academic year. The Title V Indian Education Project aims to develop collaborative learning experiences between the undergraduates and community members, contribute to youth development, and empower the Abenaki people.

University students work in the Abenaki community for a minimum of 15 hours a week. They learn from community members while providing services under the supervision of a qualified social work field instructor. Students help community children strengthen their individual skills, self-confidence, and social supports. In return, Abenaki youth and adults visit social work classes to share their interests, fears, perceptions, and expectations. They teach the students how to interact with community members, recognize their own cultural biases, and develop a respect for the power, responsibility, and rights of the Abenaki community.

Career Services/Volunteer Programs

University of Vermont

Judith A. Ramaley, President

The University of Vermont's Office of Career Services includes two programs that use faculty, students, staff, and other resources to help communities in a wide range of community-building projects: the Service-Learning Internship Program and the Nonprofit Employment Program.

The Service-Learning Internship Program encourages students to involve themselves in community agencies for 10–40 hours per week and provides a credited academic component. Students earn 1–12 credits per semester, and address issues such as own self-awareness, one's role in society, reasons for and benefits of service, community service needs, ethics, decisionmaking, social justice, and global awareness. Without service-learning interns, many programs for youth and the elderly as well as many school-based education programs could not provide services for low-income citizens of Chittenden County. More than 500 local nonprofit organizations serve as partners to the Service-Learning Internship Program, and the program is fully funded by the university.

Center for Learning through Organized Volunteer Efforts

University of West Florida

Morris L. Marx, President

Caring hearts, curious minds, and helping hands are all students need to participate in the Center for Learning through Organized Volunteer Efforts at the University of West Florida. The student-run volunteer program operates like a temporary employment service that places volunteers in more than 200 nonprofit agencies in Pensacola. Through these volunteer placements, students gain real-world experience while contributing to the success of their community. Volunteers get involved in such projects as Make a Difference Day, National Day of Caring, Toys for Tots, and Habitat for Humanity.

To supplement the center's work, the university began offering a service-learning course in fall 1997. The independent study course requires that students find an instructor to direct their volunteer work with a community agency. Students keep a journal and write a paper reflecting on what they have learned during their volunteer experience.

University of Wisconsin, Superior

Julius E. Erlenbach, Chancellor

Learning to Use Technology

In a partnership between the University of Wisconsin, Superior and the Superior School District, university professors work onsite at a local elementary school. They provide a place where preservice and in-service teachers participate in a model classroom program that uses new technologies to enhance K–12 student learning. The classroom includes computers, a well-equipped teacher station, and furniture arranged for teams of students to engage in cooperative learning and problem solving. Undergraduate courses, a graduate course in technology for teachers, and technology academies have been conducted there since 1991. Other Superior children are brought to campus for Math Days and Science Days, where preservice teachers use campus facilities, equipment, and materials to instruct classes. The social studies methods teacher and the computers in the classroom teacher worked together to model and facilitate the integration of technology.

Plans for the future include an assessment of teachers' beliefs and behaviors concerning learning technologies. Instruments that measure the teachers' knowledge, skills, and attitudes about the use of technology in the classroom are being developed by persons trained in the design of survey instruments.

Virginia Wesleyan College

William T. Greer, Jr., President

Students Serving the Community

As a part of the Lake Edward Area Outreach Project initiated in 1996 in partnership with the Lake Edward Area Civic League, students at Virginia Wesleyan College are active participants in their community. In a Leadership and Analysis of Recreation class, students developed an afterschool recreation program to keep children off the street. The students worked with the civic league, the police athletic league, and school leaders to recruit latchkey children to attend the weekly program. Children participate in a variety of games, sports, arts and crafts projects, and dramatic activities designed to develop teambuilding skills and cooperation.

Another class at the college assisted with a survey of community residents to determine how the Neighborhood Advisory Council, a police department, and community alliance organization, should develop. The students recorded residents' views of the advisory council's operations. Survey outcomes helped identify perceived problems in the area and measured the impact of council operations on residents. As a result of the survey, the advisory council changed its name, coverage area, and issue priorities to better serve the community.

Learning Communities

Wagner College

Norman R. Smith, President

In the fall of 1998, Wagner College initiated a new curriculum and set of graduation standards that require students to complete three "Learning Communities" credits before graduation. These Learning Communities—one of which must be completed in the freshman year, one during the intermediate years, and one in the senior year in the student's major—are linked to experiential learning. They are designed to enhance the liberal arts education of Wagner students by helping them develop critical thinking skills, a commitment to values, a sense of civic responsibility, and the skills for effective citizenship. The field experiences are directly linked to academic course work while identifying and meeting the needs of the community.

Agencies in Staten Island and Manhattan work with the college, signing agreements to join the Learning Communities effort. During its first semester, Learning Communities placed 430 freshmen in more than 75 nonprofit community agencies, including public schools, afterschool centers, healthcare agencies, social service agencies, environmental agencies, political and community organizations, the National Park Service, museums, and cultural organizations. Each student is required to perform at least 3 hours of volunteer service each week throughout the semester.

Practical Liberal Arts Program

Wagner College

Norman R. Smith, President

As a way to increase student awareness of community needs, the Practical Liberal Arts Program at Wagner College links experiential learning in community settings to the school's academic program. In collaboration with the boroughs of Staten Island and Manhattan, the program entails the completion of three "learning communities" designed to enhance a student's liberal arts education by developing critical thinking skills, a commitment to values, and skills for effective citizenship. Held throughout a 4-year curriculum, the communities offer students field experiences that are directly linked to academic coursework, while identifying and meeting the needs of the community. There have been 430 first-year students placed in more than 75 nonprofit community agencies, including public schools, afterschool centers, healthcare agencies, social service agencies, environmental agencies, political and community organizations, the National Park Service, museums, and cultural organizations. Each student performed at least 3 hours of volunteer service per week throughout the semester.

Wallace State Community College

James C. Bailey, President

Health Linkage Program

The Health Linkage Program is a cooperative program that allows students interested in becoming health professionals to begin their studies at a variety of institutions across Alabama. Many colleges do not offer 2-year health programs; students who are enrolled at these colleges and universities may begin studies at their institutions and transfer to Wallace to receive an associate's degree in applied science. Clinical coursework for these high-demand fields is arranged in the student's home area; students gain contacts in their hometown healthcare system, which often leads to employment opportunities later. The benefits to Alabamians are many. Communities that would not otherwise have well-trained health professionals enjoy better healthcare; and taxpayers, who would otherwise fund the high cost of health programs at every college in the State, benefit from the more efficient use of existing resources. Wallace's Health Linkage Program is affiliated with 16 other colleges and universities throughout Alabama. More than 200 clinical contracts allow students to train in health facilities concentrated in the southeastern United States.

Washington State University

Samuel H. Smith, President

Washington State University's Salishan Learning Center

By working in collaboration with the Tacoma Housing Authority, Washington State University offers the Salishan Learning Center program to provide residents from the East Tacoma/Salishan public housing development with access to comprehensive individual-, family-, and community-building educational services and lifelong learning.

As one of six pilot, community-based learning centers established in the State of Washington in 1996, the Salishan Learning Center provides residents with access to a computer technology classroom and an ongoing schedule of computer skills education classes. During a 2-year period, 1,500 adults and youth have taken computer skills training using the center's 15 workstations and 5,000 user visits are logged annually by individuals working on homework, brushing up on computer skills, creating a résumé or doing a job search on the Web.

The center also provides extended learning programs for community-at-large residents and public housing residents who wish to obtain a bachelor's degree in social science or human development.

Wesleyan University

Douglas J. Bennett, Jr., President

Community Research Seminar

A community research seminar at Wesleyan University provides research support for local service agencies, community groups, and branches of government that are unable to complete the reports because of time and staff constraints. Community organizations submit research project proposals and a faculty advisory board matches groups of students to the proposals based on the students' skills and interest. Project progress is monitored by several weeks of classroom discussion and contact with a professor and an agency administrator. By the end of the semester, agencies receive their requested community research and the students gain practical research experience. Recent projects include research for a workshop on community renewal in North End; statistical analyses on the use of the MARC by people with developmental disabilities; assessment of the deinstitutionalization process of a local hospital; and documentation of welfare recipients experiences in moving from welfare to work.

West Virginia School of Osteopathic Medicine

Olen E. Jones, Jr., President

Community Visits Program

Several local agencies and the West Virginia School of Osteopathic Medicine sponsor a community visits program to bring health education to school-age children in southeast West Virginia. The program targets the youths' increased awareness of science, health, and osteopathic medicine careers. Approximately 130 first- and second-year medical students go out into the community to present basic health information and demystify the "doctor visit" experience for the young children. This community outreach effort is conducted while the medical students are on campus and during their rural rotations in other hospitals and clinics. Partner schools include Ronceverte Elementary School, Lewisburg Elementary School, and other elementary schools in Monroe County.

Westfield State College

Frederick Woodward, President

Professional Communication

Nonprofit agencies in Westfield, Massachusetts, receive increased community exposure and additional funds when they collaborate with students at Westfield State College. The students, enrolled in the college's professional communication course, use classroom time to help the agencies execute a public relations and fundraising campaign. Working as a group, the students study the needs of several agencies and then select one for which they will mount a fundraising campaign. Students prepare proposals and written solicitations, speak to local civic and charitable groups, and organize the campaign. Westfield has offered the professional communication course six times. Students have succeeded in soliciting funds for various local organizations, including a homeless shelter, a program for pregnant teens, a shelter for battered women, and the local hospital.

Windward Community College

Peter T. Dyer, Provost

Kumu Kokua for the Arts

Kumu Kokua for the Arts is a resource program that helps elementary school teachers in Kaneohe, Hawaii, strengthen their art programs. Coordinated by a faculty member at Windward Community College, the program is a partnership between the college and the principal of Kaneohe Elementary School. College students, senior citizens, and retired school teachers volunteer in the program. Each semester, an advanced art student directs the program through a service learning course. The student director presents art activities, creates lesson plans, works with teachers, coordinates activities with the principal, and maintains the volunteer schedule. Since the program began 4 years ago, volunteers have created murals for the elementary school and the school district's theater program. They have worked in an afterschool program, and constructed two portable puppet stages for loan and use in school programs. Local community-based church programs provide funding for Kumu Kokua for the Arts.

Yale University

Richard C. Levin, President

Career High School

Dwight School Extension Project is an unprecedented collaboration between Yale University, the local board of education, and the Greater Dwight Development Corporation (an organization that is working to revitalize New Haven's Dwight neighborhood) to create a much-needed recreation and meeting room for students that can also serve as a community center. At the request of the Greater Dwight Development Corporation, faculty and students from the Yale School of Architecture's Urban Design Workshop designed an addition to the Timothy Dwight Elementary School. They worked in close consultation with a group of community residents and school personnel. The Greater Dwight Development Corporation contributed $400,000 of HUD funds to the project and leveraged four times that amount in State bonding funds. Yale's portion of the Federal grant helped to subsidize the time contributed by architecture faculty and students. The university's law school helped to negotiate the terms of the community's access to the new space, and the forestry school also devoted substantial time to the project. Construction of the school addition will begin in June 1999 and will be completed by September 1999.

Yale University

Richard C. Levin, President

Dwight Place Retail Initiative

Yale University has helped the Greater Dwight Development Corporation (GDDC) open a commercial shopping center in the underserved Dwight neighborhood in New Haven, Connecticut. Opened on July 1, 1998, the $15.3 million shopping center is the first to be solely owned and operated by a community development corporation. Yale Law School faculty and students gave the GDDC legal advice to ensure that the project considered neighborhood interests. They also provided briefing sessions to build the capacity of GDDC board members to make key decisions concerning the project. The Local Initiative Support Corporation contributed equity financing, technical assistance, and bridge financing to the project. The State of Connecticut also contributed funds.

New Haven featured Dwight Place during its successful All America City presentation in Mobile, Alabama, in June 1998. The GDDC made most of the Center's jobs available to New Haven residents. Shaw's supermarket in Dwight Place has employed more than 200 New Haven residents to date. Thirty percent of Shaw's new hires are from the Dwight neighborhood, and 88 percent are from New Haven.

SERVICE PROVISION

Alcorn State University

Clinton Bristow, Jr., President

Traceway Community Development Corporation

Alcorn State University served as a catalyst in establishing the Traceway Community Development Corporation for residents of two Southwest Mississippi counties: Claiborne and Jefferson. The corporation plans to stimulate the processes of community and economic development through community participation to improve the quality of life for residents in its service area. Focusing on community participation as a major component in the establishment and success of the corporation, a community-based board of directors was formed, consisting of a community organizer, a bank president, a home economist, a retired educator, two minority owners of small businesses, and four university administrators. The expertise of the board is being called upon to develop and implement a housing renovation program and small business development program. Startup funding for these programs is provided by HUD's Historically Black Colleges and Universities Program.

Alderson-Broaddus College

Stephen Markwood, President

Students Learning in Community Education (SLICE)

Students from Alderson-Broaddus College in Philippi, West Virginia, fill many community needs through the college's Students Learning in Community Education (SLICE) volunteer program. College students participating in SLICE serve as both mentors and tutors in a community-based program for at-risk elementary and middle school children. In their dual role, the college students encourage the children to excel academically and plan for future careers. The college students became so involved in the program that when funding for this program ended 2 years ago, one of them stepped in to run the program. Through SLICE, college students also contribute skilled labor for a Habitat for Humanity project and carpentry services for other building and repair projects run by the Appalachian Community CARE and Heart in Hand community agencies. Both the tutoring and housing work give students valuable experience recognized by employers and graduate schools.

Construction Training Program

Arizona State University

Lattie F. Coor, President

As a way of helping local Tempe homeowners build their homes, the Walter Cronkite School of Journalism and Telecommunication at Arizona State University produces a construction training videotape program that shows proper building techniques. The school and the Del Webb School of Construction at Arizona State University work with the town of Guadalupe, Arizona, to help improve productivity of Guadalupe's Mutual Self-Help Housing program that benefits 30 homes in the town. As part of the program, local homeowners are required to contribute "sweat equity" to the construction process. Because many do not have construction skills, a 15- to 20-minute construction training videotape is offered to assist homeowners.

Partnership on Youth Conflict

Arizona State University

Lattie F. Coor, President

Working in collaboration with Tempe High School, Arizona State University sponsors a Partnership on Youth Conflict and Its Management to research and develop methods of handling youth conflict through language arts instruction for ninth graders. The partnership focuses on the youths' perceptions of violence by identifying what conflict means to young people, how conflicts are manifested within and across peer groups, what practical strategies can help handle conflicts, and whether curriculum-based youth strategies influence meanings, manifestations, and management of conflict in this population. These efforts have produced a workbook for ninth grade English teachers, *Developing Positive Methods to Handle Conflict Through Language Arts Instruction*. The workbook highlights students' exploration of their own interactions and understandings of conflict. Ongoing research is studying whether youth adapt this newly gained knowledge to their everyday lives and, if so, how. The partnership involves the collaboration of the Center for Urban Inquiry and the Multidisciplinary Initiative on Conflict and Its Management, both of which are affiliated with Arizona State University.

Rural Elderly Enhancement Program

Auburn University, Montgomery

Roy H. Saigo, Chancellor

The W.K. Kellogg Foundation awarded the Auburn University, Montgomery School of Nursing a 3-year grant in the amount of $1,399,623 to establish an integrated community development plan in two impoverished Alabama counties. Known as the Rural Elderly Enhancement Program (REEP), this plan was the first of three consecutive community-based projects funded by the foundation between 1988 and 1997. The Kellogg grants enabled faculty, nursing students, community volunteers, and service agencies to establish community health centers in Lowndes County, create two water systems in Wilcox County, rehabilitate the homes of elderly residents, develop 7 sites that provide afterschool and summer tutoring for 300–400 children per year, and initiate a health education assessment and referral system for children and elderly residents. The program also provides leadership development for community organizations. Nearly 300 low-income persons were trained, certified, and employed as home health aides and nursing assistants for the elderly. Community development coordinators contacted community/political leaders, churches, and agency heads to solicit their participation in developing volunteer coalitions in friendship, education, and housing rehabilitation. The friendship coalition provided companionship, homemaker services, respite care, personal care, and transportation for the elderly. The education coalition, composed of retired teachers, instructed the illiterate elderly to read, or read to them, and helped them complete government forms.

The housing coalition, guided by professional contractors and carpenters, identified and fixed the most severe problems. Eventually, 8 coalitions donated 950 hours to repair homes. The program also brought in the Auburn Cooperative Extension system to develop a gardening project and the Rural Alabama Development Corporation and Willow Housing to train low-income residents in construction. The University of Alabama at Birmingham School of Public Health helped obtain a grant to design a water and sewage disposal system in Wilcox's Oak Hill community.

The Kellogg grants are no longer in effect, but the relationships and services initiated by the Auburn University School of Nursing continue to benefit both counties.

Bakersfield College

Sandra Serrano, President

Economic Development Partnership Project

To provide a cohesive approach to dealing with local community issues such as unemployment, illiteracy, high rates of crime, and alcohol and drug abuse, Bakersfield College operates the Economic Development Partnership Project for residents in the neighboring communities of Lamont, Arvin, and Weedpatch.

The goals of the project are to facilitate community discussion and problem solving; support economic development activities; provide nontraditional education, workforce preparation, and skills training; address institutional barriers; and develop the model of university-community economic development. Among the activities provided by the project are an annual economic summit, industry-customized workforce assessment and training, and improved access to academic education. In addition, the project offers the Viva la Educación program to increase educational and mentoring opportunities for residents, most of whom are Hispanic.

The project is the result of a collaboration between the college, its Behavioral Science Research Center, and local businesses and organizations, including Kern Community College, Kern County Industry Council, the League for Innovation BizNet, and Welfare-to-Work.

Bank Street College of Education

Augusta Souza Kappner, President

West Farms School to Work Initiative

Working in collaboration with the West Farms School Administration and the Phipps Community Development Corporation, Bank Street College sponsors the West Farms School to Work Initiative to increase educational opportunities for children in grades K–7 in the Bronx, New York. As one component of a broader community development strategy, this initiative focuses on increasing the opportunities for children to develop the academic and work-related skills needed to be productive citizens. This is accomplished by exposing the youngsters to new options and possibilities within an integrated curriculum framework. Among program activities are field trips and visits with local shop owners and community-based organizations. In addition, the initiative offers professional development and support to West Farms teachers through institutes, workshops, weekend courses, weekly onsite discussions, team meetings, and visits to exemplary programs. Emphasis is placed on building family and community connections through curriculum development.

Barnard College

Judith R. Shapiro, President

Intercollegiate Partnership

Part of the Hughes Science Pipeline Project at Barnard College, the Intercollegiate Partnership is a precollege outreach program that brings community college students who have demonstrated academic achievement in science and math to the Barnard campus. Offered to encourage and facilitate the transfer of community college students to 4-year colleges, the program is a collaboration between Barnard and LaGuardia Community College of the City University of New York. The program is suited for minority or educationally disadvantaged students, among others, who are unsure of how to continue their education after completing the course of study at community college. Students involved in the Intercollegiate Partnership attend Barnard for an initial summer academic program, one or two classes the following academic year, and a research internship during the final summer. Because many students have learned English as a second language, the summer program focuses on developing their writing skills. Students also can take advantage of intensive academic and personal counseling during this time. Some participants have gone on to attend Barnard and other 4-year colleges and have moved on to successful careers in medicine, computer science, and biology.

Barnard College

Judith R. Shapiro, President

Liberty Partnerships Program

The Liberty Partnerships Program is an educational and social support program designed to provide academic and counseling services to junior and senior high school students who are at risk of dropping out of school. Barnard College collaborates with two partner schools, the High School for Leadership and Public Service and the Bayard Rustin High School for the Humanities, along with other agencies to provide a variety of services for student participants. One agency, the Goddard Riverside Options Program, assists the students and their parents with the college application process. Another agency, Dreams in Action, mentors female participants in Liberty Partnership. Other organizations such as Doctors Without Borders, the New York Urban League, Harlem School of the Arts, Utopia Children's Center, and Senator David Paterson's office serve as internship sites for the students. Many offices and departments at Barnard College work with the Liberty Partnership to offer enrichment activities and counseling. During the academic year, students come to the Barnard campus for tutoring by students from Barnard and Columbia University. In the summer, they participate in a 4-week academic and internship program. The goal of the program is to help each student reach their potential and to prepare them to meet the challenges they will face in the future.

Barry University

Jeanne O'Laughlin, OP, President

Academy for Better Communities

Community organizations in five counties in Southeast Florida are building their leadership capacity through Barry University's Academy for Better Communities. The Academy offers a variety of services—including research, training, program development and implementation, program evaluation, need assessment, and continuing education—that can be tailored to meet residents' needs.

By utilizing Barry's schools and departments, the Academy identifies university resources that help meet the needs of the community and local organizations. One way in which the Academy has helped communities is by linking organizations assisting at-risk youth with the School of Education, which offers a youth employment and training program, provides distance learning for children of migrant workers, and sponsors a charter school. The Academy also serves as a point of contact for groups interested in the health clinics offered at disadvantaged schools in Miami by the School of Nursing.

Beloit College

Victor E. Ferrall, Jr., President

Help Yourself Programs

Beloit College, the School District of Beloit, and the Wisconsin Department of Public Instruction are offering young people a chance to excel in school and go to college. The college's Help Yourself Programs provide enrichment experiences for Beloit-area children of color in grades 4 through 12. The programs also provide college scholarships to Help Yourself participants who maintain a B average or higher.

Beloit Academy is a 4-year enrichment program for children in grades 4 through 7. Students attend the academy two days a week and one Saturday a month during the school year to study analytical thinking, English grammar, and vocabulary. The academy also offers workshops on study skills, self-esteem, and career exploration. Students come to campus for a 4-week, theme-oriented summer program.

Older students of color in grades 8 through 12 can attend a 4-week precollegiate program during the summer, which integrates academic skills with cultural and artistic experiences. Students can take advantage of counseling, tutorial services, and workshops in career and personal development.

Bennett College

Gloria Scott, President

Clothes Closet

By selling secondhand professional clothing at a nominal cost, the Clothes Closet in Greensboro, North Carolina, eases the transition that local individuals face when they move from welfare to work. The Clothes Closet is a joint project of Bennett College, Alpha Kappa Alpha Sorority Inc., Work First, American Express, Lancome Cosmetics, local cleaners, and HUD.

Each program partner makes a unique contribution to the Clothes Closet. The college donates space for the store and administers the program. Work First provides program information for prospective customers. The Beta Iota Omega Chapter of Alpha Kappa Alpha collects, sorts, and prepares the clothing, while the Alpha Phi Alpha and Kappa Alpha Psi fraternities provide clothing for male clients. Local dry-cleaning businesses clean and press the clothes at a discount and donate unclaimed clothing left at their establishments. Lancome Cosmetics provides free facials and business makeup information to clients, while American Express does onsite recruitment and provides job information. A HUD cooperative agreement for Neighborhood Revitalization, donations from the sorority, and proceeds from the sale of clothing fund the Clothes Closet.

Bennett College

Gloria Scott, President

Onsite Learning Centers

Onsite learning centers at four public housing facilities in Greensboro, North Carolina, offer local residents the training they need to improve their education and qualify for better paying jobs. The training program is a joint project of Bennett College, Greensboro Technical Community College, the City of Greensboro, the Greensboro Housing Authority, NationsBank, and local businesses.

The Greensboro Housing Authority provides space for the classes, which take place at the housing facilities. Faculty members employed by Greensboro Technical Community College and Bennett College teach courses that include computer literacy and preparation for the SAT and general equivalency diploma. NationsBank and local business representatives teach students how to establish and operate small businesses and microenterprises. The centers offer both morning and evening classes, depending on the needs and desires of residents. Monetary support for the program comes from HUD and NationsBank. Other partners make in-kind donations.

Birmingham-Southern College

Neal R. Berte, President

Birmingham-Southern Citizens as Responsible Leaders

With funding from the W.K. Kellogg Foundation, Birmingham-Southern College has begun the Citizens as Responsible Leaders Program as a model partnership among students, Kellogg Fellows, and local agencies. The program's purpose is to strengthen networking and knowledge in particular areas of Birmingham community issues.

The first year of the pilot program centered on community centers working with children. Two Kellogg Fellows worked closely with college students and two community organizations to identify community problems and form solutions. The importance of building political coalitions and defining a realistic vision for the agencies was part of the learning process. The second year of the 3-year grant is focusing on community health, with students working at the 1917 Clinic, one of the top 10 research sites for HIV and AIDS issues, the Jefferson County Department of Health, and Cooper Green Hospital. Plans for the third year of the grant have yet to be finalized.

Bluefield State College

Robert E. Moore, President

Continuing Education for the Elderly

Two counties in Southern West Virginia and Virginia understand how important elderly residents are to the community's economy; these counties teamed up with Bluefield State College to improve seniors' quality of life. As a part of a task force's recommendations to better serve the elderly, the Creative Retirement Center was established on the Bluefield State campus. The Center promotes lifelong learning by offering a variety of classes, lectures, workshops, seminars, trips, volunteer activities, and brownbag lunches for seniors. The Center also conducts public forums on issues of local, state, and national interest. The college and the area's Chambers of Commerce have found that the Creative Retirement Center offers an incentive for retirees to move to the area and that seniors are taking advantage of the area's other amenities.

Bowling Green State University

Sidney A. Ribeau, President

Partnerships for Community Action Program

Bowling Green State University offers the Partnerships for Community Action Program to enhance educational opportunity, economic development, health and wellness, and cultural awareness in neighborhoods throughout northwest Ohio. Among program initiatives are the Partnership Support Grants, which provide funding to community projects; the Community Chamber Music Initiative; the Bowling Green Community Garden and Restoration Project; and the Poetic Perception Project, which highlights the therapeutic potential of creative communication between generations. In addition, the program sponsors the Toledo Village Shule, a mentoring and community service project held at a public elementary school; the After School Club Project for at-risk, low-income children who live in The Arbors housing complex; and the Diabetes Education and Screening Project, which provides free education and diagnostic testing at 10 sites in Wood County. To foster ethnic awareness, the program highlights an Irish dance resource guide and exhibit and the Navajo Youngsters Summer Art Program.

Bradley University

John R. Brazil, President

Center for Learning Assistance

To provide an effective peer tutoring program in the community, Bradley University sponsors the Center for Learning Assistance, which acts as a clearinghouse for local agencies, the court system, businesses, and residents who are seeking students to tutor, translate, or interpret. The university identifies and hires about 60 tutors each academic year to satisfy the 200 requests that come from community agencies, school counselors, and grade school and high school students. The center also coordinates services provided by student interpreters and translators to businesses and the court system. The tutors negotiate the tutoring arrangements, including the hourly fee. While the Center for Learning Assistance recommends a reasonable price, tutors may set their rate on the basis of supply and demand. In requests such as those from the court system, the fee and location is determined by the client in need of a translator and/or interpreter.

Bradley University

John R. Brazil, President

Summer Enrichment Program

By working with the Caterpillar Corporation and the Peoria Public Schools, Bradley University offers a Summer Enrichment Program for local high school students who have completed 10th or 11th grade. This one-week residential program is academically based. Using one of six components offered, participants spend six hours daily in investigation and learning exercises within their chosen fields. The goal of the program is to offer students opportunities to learn more about a particular discipline or profession so that they can better assess their own future aspirations.

Bristol Community College

Eileen Farley, President

Women in Technology

Bristol Community College in Fall River, Massachusetts, works with local high schools to help young women interested in traditionally male-oriented technical careers develop the skills they need to succeed. The Women in Technology program teams young women preparing to enter technical college with engineers from the Texas Instruments site in Attleboro, Massachusetts. The students and engineers work on product development projects that involve testing hermetic seals on motor protectors that go on appliances such as refrigerators and air-conditioning units, and building a multistation test fixture for aircraft circuit breakers.

Faculty members at Bristol Community College also work closely with schools and business professionals to offer a summer academy. This year, the college worked with middle schools to offer an Afterschool Technology Program that introduces students to industrial automation and provides an early introduction to the Women in Technology program. Grants from Bell Atlantic, Texas Instruments, and the Fall River Area School-to-Work Partnership partially support the program. Participating high schools include Taunton High School, Diman Regional Vocational High School, Attleboro High School, and Greater New Bedford Vocational Technical High School.

Brookdale Community College

Peter F. Burnham, President

Neighborhood Community Services Center

Through a strong linkage with local community organizations, service providers, and residents, Brookdale Community College offers the Neighborhood Community Services Center, which provides a broad range of resources and services to the community at one site. Established in 1997 under a Safe & Drug Free Schools grant from the New Jersey Departments of Education and Human Services, this one-stop center offers programs and activities for adults and children living in the Asbury Park Neighborhood. Among the services provided by the center are a structured afterschool program focusing on literacy development, case management services to address mental health and health needs of community members, and community events and workshops.

Brookhaven College

Jack Stone, President

Community Education Center

As a way to increase educational opportunities for low-income residents at the Dallas Housing Authority, the Brookhaven College Education Center provides workforce development continuing education, after-school enrichment, and freshman-level college courses to participants in the Dallas Housing Authority's Family Self-Sufficiency Program.

Participants in the program have access to three state-of-the art computer classrooms, a resource center and study area, four general-purpose classrooms, and administrative areas for registration, admissions, financial aid, and student support services at the college. In addition to traditional coursework, categories of instruction focus on computer software support, banking, general equivalency diploma preparation, English as a second language, business application software, developmental studies, and college preparatory and degree courses. Brookhaven College students provide complimentary services in areas such as tutoring, career planning and development, job placement, and scholarships to residents in the Self-Sufficiency Program.

Cañada Community College

Marie E. Rosenwasser, President

Office Automation Job Training Program

Cañada Community College and Redwood City, California offer a 4-month Office Automation Job Training Program to members of low- and moderate-income households. This nondegree program helps train participants in language skills, math skills, and computer software applications that help them get a job. Training topics include Windows 95, MS Word, MS Excel, MS Access, MS Powerpoint, document formatting, business math, business writing and presentation methods, and successful skills for employment. Forty-eight participants had completed the training by the spring of 1998. More than 90 percent of the graduates found a job. The program includes the collaboration of the city, its redevelopment agency, and many nonprofit service organizations. The program has trained 250 people.

Caribbean Center for Advanced Studies

Salvador Santiago-Negron, President

Community Partners Program

The Miami Institute of Psychology of the Caribbean Center for Advanced Studies, Dade County, and the Eneida Hartner Elementary School have collaborated to develop the Community Partners Program, which provides group mental health therapy and tutoring in reading to high-risk children to help reduce delinquent and criminal behavior.

Children aged 5–10 years, most of whom are minorities, attend two 1-hour sessions each week: a group psychotherapy session and a tutoring session. Children are grouped by age, with 6–10 children in each group. The sessions, which are offered after regular school hours, last 8 weeks. While the children attend the psychotherapy sessions, their parents or guardians attend classes in parenting skills. University doctoral students conduct the psychotherapy sessions and parenting skills classes; faculty members who are licensed psychologists supervise them. State-certified teachers conduct the sessions for tutoring in reading; these sessions are held at the Eneida Hartner Elementary School and at the university's training clinic. Funded by a grant from Miami/Dade County, the project is in its second year of operation. The program hopes to serve 105 families in 1999.

Carl Albert State College

Joe E. White, President

Business Resource Economic Center

Carl Albert State College, a community college in Poteau, Oklahoma, teamed with three State agencies to contribute to the economic and community development of rural Oklahoma. The result: the Business Resource Economic Center, whose mission is to help businesses and manufacturers increase their competitive edge by adopting more effective management strategies and developing more advanced manufacturing practices. The center's objectives are to transfer knowledge and exchange information with the private sector, expand opportunities for networking with the public sector, and facilitate research and development of educational programs relative to workforce needs.

Since its inception more than seven years ago, the center has spearheaded a successful school-to-work program administered through the college, shared the sponsorship of an industrial extension program, and implemented a countywide economic development organization. These initiatives have increased the number of manufacturing jobs (from 120 to almost 2,000 during the past decade), significantly increased per-capita income, and reduced unemployment rates.

Carnegie Mellon University

Jared L. Cohon, President

InfoLink Program

To address the growing demand for skilled information technology workers in the Pittsburgh area, a partnership between the H. John Heinz III School of Public Policy and Management, Carnegie Mellon University, and local businesses, communities, and public school districts has been developed. The InfoLink Program offers technology-tailored education to low-income youth. Originally known as the Geographic Information Systems Education Program (GISEP), the InfoLink Program provides high school students with 165 hours of specialized instruction and training in computer applications, software, and professional development.

From May to August, the collaborating organizations conduct an intense 11-week training program that provides a select group of 11th and 12th graders with modern skills in information technology and professional development. In highlighting personal interaction and individual responsibility, InfoLink community projects may require teams of students to gather information outside the classroom.

After achieving a minimum skill level, students begin paid internships with local businesses. At the same time, the students advance to higher level coursework, resulting in an applied team-based project that the students develop on behalf of a local community-based, nonprofit organization. Since 1995, InfoLink students have logged nearly 7,500 hours of valuable work for local companies and nonprofit agencies. Another 5,400 hours are being planned for the summer of 1999.

Community projects conducted by InfoLink student teams result in valuable money-saving and time-saving products and let the students "give something back" to their neighborhoods. Three out of every four InfoLink graduates pursue higher education. Financial support for the program has been obtained from various sources, including local philanthropies, public sector grants, corporate donations and fees, and in-kind donations from local partners.

Carnegie Mellon University

Jared L. Cohon, President

Role Models Program

Since 1991, Carnegie Mellon University has been collaborating in the Role Models Program with five public schools in the Hill District of Pittsburgh. The program seeks to intervene early in children's lives by providing positive role models and exposing the children to higher education. The Role Models Program involves not only university students but also staff and faculty. The program is composed of five parts: The Role Models Tutoring/Mentoring Program (grades 3–5); the Role Models Alumni Program (grades 6–12); the Entrepreneurship Program for the publication of "The Role Models of Today" newsletter; the Role Models Summer Program (grades 3–12); and the Role Models Employment and Training Program. Inner-city children receive beneficial real-life experiences to begin the socialization process necessary to participate in mainstream society.

By targeting specific inner-city issues such as high school failure, teenage pregnancy, incarceration, drug abuse, drug sales, unemployment, and gang violence, the Role Models Program teaches children about their community so that they can make intelligent decisions. Positive alternatives are highlighted through academic assistance, mentoring, exposure to the arts and sciences, and field trips to cultural, social, business, and entertainment centers. In addition, family involvement and cultural diversity are encouraged through assignments on family history and African-American history.

Carnegie Mellon University

Jared L. Cohon, President

WebBuilders Workshop

In collaboration with local organizations and businesses, Carnegie Mellon University offers a WebBuilders Workshop to develop the capacity of community organizations to incorporate information technology education into community projects. After a project interest is identified, students and their mentors receive information technology education from Carnegie Mellon faculty and students. Participants adapt the training to their own projects. Using a flexible schedule, the weekly workshops last from eight weeks to six months, depending on the project. One project offers teenagers from 100 Black Men of Western Pennsylvania to build an e-commerce site to market and sell products made in their entrepreneurial program. Other community partners have included the East End Cooperative Ministry and the Community House on Pittsburgh's North Side.

Carnegie Mellon University

Jared L. Cohon, President

Working Partners Network

In collaboration with Pittsburgh's Community House and the Community Literacy Center, Carnegie Mellon University sponsors the Working Partners Network, which links community organizations, schools, workplaces, and the university to build intercultural problemsolving and technological capacity for area teenagers. Coordinated through the Center for University Outreach, the network provides various activities and projects that target teenagers. One such project is Roads to Learning/Roads to Work, which brings area youth together in the Urban Youth Talent Pool to learn strategies related to communication and negotiation. The Working Partners Institute, which involves adult participation, joins community organizations, schools, and workplaces to offer youth a more diverse network of support.

Church Health Team Model

Charles Stewart Mott Community College

Allen Arnold, President

Religious congregations and Charles Stewart Mott Community College have joined to meet the health needs of residents in Flint, Michigan. Recognizing that free health services in low-income, minority, inner-city neighborhoods often go unused because of racial barriers and basic mistrust of the system, church health teams formed to disseminate health-related information, gather statistics on neighborhood needs, make referrals to service providers, and improve resident trust in the health system.

Church Health Teams consist of congregation members who volunteer for a health-care certificate training program provided on videotape by Mott Community College. The program, called "College in the Church," was developed by the Mott nursing department specifically for certification of health team members as "Health Agents." The course provides training in basic preventive health concerns such a smoking, high blood pressure, sexually transmitted diseases, pregnancy prevention, early childhood care, and hygiene.

With a common vision for better health for everyone, the Church Health Teams have resulted in new relationships among churches, service providers, academia, public health agencies, community-based organizations, and those in need of health services and information. Through this collaboration, the wide gaps in culture, race, trust, orientation, and history have been bridged.

Harlem Partnership Center

City College of New York (CUNY)

Yolanda T. Moses, President

As a way of linking an academic institution to its local community, City College of New York (CUNY) operates the Harlem Partnership, a community outreach initiative developed to address a wide range of urban concerns that include economic development and information technology education and awareness.

The partnership provides technical assistance to the Upper Manhattan Empowerment Zone Development Project by offering skill- and capacity-building workshops for nonprofit organizations, a train-the-trainers program for small businesses, technology training for community-based organizations, and technology awareness programs for local youth and senior citizens. The partnership also has been designated as one of six national Community Library Information Collaborative sites in partnership with Libraries for the Future and the New York Urban League. Partners in the project include the City College Office of Urban and Governmental Affairs, the Columbia/Barnard Center for Urban Policy, the New York Urban League, Chase Bank, Carver Savings Bank, The New York Mission Society, and Libraries for the Future.

Clark Atlanta University

Thomas W. Cole, Jr., President

Partners in a Planned Community

Public housing residents in Atlanta, Georgia, receive educational and vocational support from Clark Atlanta University and the Atlanta Housing Authority. Started in 1991, Partners in a Planned Community provides social and educational services for residents of University/John Hope Homes. The Saturday Academy is one program example. Funded by the AEtna Foundation, the Saturday Academy provides middle-school youth with enrichment activities and academic courses in conflict resolution, math, science, communication, and computer science. By improving the students' academic performance, the program hopes to increases the likelihood that the students will pursue postsecondary education. Another program provides parents a way to become involved in their children's education and improve their own job skills. Partners in a Planned Community provides forums for parents to talk about challenges they face in raising their children. This program also offers parents and residents of John Hope Homes access to vocational classes and job search assistance.

Cleveland Institute of Music

David Cerone, President

Chamber Music Outreach Initiative

Residents in four Cleveland senior care centers are enjoying live chamber music performances through a program at the Cleveland Institute of Music (CIM). Each semester at CIM, student chamber musicians present a regular series of performances at the centers. In addition to the performances, the students engage the residents by talking about both the music and themselves in an informal setting; audience members are encouraged to ask questions and make comments at various times in the presentation. More than 30 student chamber music ensembles are active at CIM every semester. In cooperation with their teachers, each ensemble selects a time to do a performance/presentation at one of the four facilities. Since the inception of the program in August 1998, students have begun to view music-making as a wonderful way to communicate with the large and diverse community of Greater Cleveland. Students feel a sense of pride at their effort to communicate with, inspire, and comfort these citizens. CIM plans to continue and expand this initiative in the coming years.

Cleveland State University

Claire A. Van Ummersen, President

Community Outreach Partnership Centers Program

Working in collaboration with Case Western Reserve University and Cuyahoga Community College, Cleveland State University offers the Community Outreach Partnership Centers Program to enhance economic and community development activities of community-based organizations operating in the Empowerment Zone (EZ). The program provides technical assistance and leadership development training for residents who live in three East Side neighborhoods in Cleveland's Empowerment Zone. Among the services provided by the program are help in developing human resources, enhancement through leadership development, direct technical assistance, and research on labor force development.

Neighborhood Link Program

Cleveland State University

Claire A. Van Ummersen, President

Cleveland State University sponsors the Neighborhood Link Program, which provides access to the Internet and information about community resources for city residents, many of whom are low income. The program was started in 1994 as a partnership between the City of Cleveland, Cleveland State University, Neighborhood Centers Association, Cleveland Public Library, and Ameritech. Today, there are more than 65 sites and 170 computers available for residents to access Neighborhood Link and the Internet. The program also involves more than 80 social service agencies in developing resource content on local transportation, housing, employment, family services, and education.

Minority Outreach Program

Coastal Georgia Community College

Dorothy L. Lord, President

The Minority Outreach program helps seventh-grade African-American males in three Georgia counties understand how much they can achieve by staying in school. The program is a collaboration between the Coastal Georgia Community College, The Fourteen Black Men of Glynn, Inc., and the Brunswick Rotary Club. Young men enrolled in the program attend summer classes in math and language arts on the college campus. Students also take field trips to museums and meet African-American male role models through The Fourteen Black Men of Glynn, Inc.

After finishing the summer session, the young men continue to meet once a month for a Saturday Academy. This multifaceted program offers them inspiration, career planning information, and tutorial assistance. College students serve as tutors; The Fourteen Black Men of Glynn, Inc., conducts self-help sessions. The Brunswick Rotary Club takes the students on field trips to area businesses, where they observe successful African-American professionals. Individuals, businesses, churches, fraternities, and sororities make donations to the program.

Postsecondary Readiness Enrichment Program (PREP)

Coastal Georgia Community College

Dorothy L. Lord, President

Coastal Georgia Community College works with nine middle schools in four counties to provide year-round afterschool homework centers as part of their Postsecondary Readiness Enrichment Program (PREP). Designed for seventh graders, PREP helps prepare students for college or vocational technical school. Created by the University System of Georgia in cooperation with the State Department of Education and the Department of Technical and Adult Education, PREP draws college students and middle school teachers together to assist students with homework and exam preparation. Along with making the facilities available, the county school systems transport the students to their homes after the homework center closes. During the summer, students take part in an intense 2-week Academic Camp on the college campus. Middle school teachers teach language arts, math, and science classes at the camp. Students also attend leadership and career development workshops during the school year. The partnership serves some 300 students in the year-round program and about 125 in the summer camp.

College of San Mateo

Peter Landsberger, President

SMILE-IT

The San Mateo Information Learning Enterprise—Information Technologist (known as SMILE-IT) is a job-training program that teaches low-income young people the skills they need to get entry-level technology and customer service jobs. SMILE-IT is a partnership between the city of San Mateo, local businesses, the College of San Mateo, and Stanford University. The city of San Mateo developed the program in March 1997 to encourage young people to complete school so they could get good jobs. Local businesses participate in the program to ensure that its curriculum matches their employment needs.

SMILE-IT students learn how to use and repair computers during their 12-week course of study, which takes place on the college campus. The young people receive on-the-job training, career and personal development counseling, high school credit, and as many as 12 units of college credit. San Mateo's police department gives participants stipends and financial incentives to attend the program. Stanford University developed the program's evaluation procedures. Community Development Block Grants and Pacific Bell fund the program.

College of Staten Island (CUNY)

Marleen Springer, President

Center for the Deaf

Residents of Staten Island who are deaf or hard of hearing can access several resources at the College of Staten Island's Multimedia Regional Center. The center opened in 1993 and provides a wide variety of visually oriented academic and technical support services to deaf and hard-of-hearing students of the City University of New York (CUNY) and to the community at large. The Multimedia Regional Center collaborates with educational institutions, government agencies, and businesses to offer up-to-date resource information and meet client needs.

College of Staten Island (CUNY)

Marleen Springer, President

Small Business Development Center

Entrepreneurs and owners of small businesses can access a wide variety of services at the Staten Island Small Business Development Center, located on the campus of the College of Staten Island. Services offered at the Small Business Development Center are designed to help small businesses grow and include business counseling, management and technical assistance, and one-on-one consultation for entrepreneurs. Entrepreneurs also can attend regularly scheduled workshops and receive assistance in completing loan applications.

College of William and Mary

Timothy J. Sullivan, President

College Partnership for Kids

College Partnership for Kids is a student-led tutoring program sponsored by the Office of Student Volunteer Services at the College of William and Mary. The program helps students at 11 elementary and middle schools in the Williamsburg-James City County school system.

Each semester, more than 100 college students provide weekly assistance to hundreds of children in a variety of subjects. Some students focus on one-on-one sessions, while others work with small groups. The children frequently see their college tutors as role models and friends, leading to relationships that last throughout the year and sometimes longer. The developing friendships play a great part in improving the children's self-esteem; this improved self-image can have positive effects on the children's academic achievements and efforts.

School partners play the crucial role of identifying academically needy students, providing the tutoring spaces and orienting the college volunteers to the school policies and special needs of individual students. A William and Mary student program director is assigned to each of the schools to ensure close communication and maintain the reliability of the tutors. The college also coordinates transportation and inservice tutor training for the volunteers.

Most of the funding and operational support for College Partnership for Kids come from William and Mary's Student Affairs Division, through the Office of Student Volunteer Services. Program oversight is by the Office of Student Volunteer Services Coordinator; direct supervision of the volunteers is provided by a graduate student from the Office.

College of Wooster

R. Stanton Hales, Jr., President

The Wooster Volunteer Network

The student-run Wooster Volunteer Network develops and supports community outreach partnerships between The College of Wooster and human service agencies in the city of Wooster, Ohio. During each academic year, the network sponsors as many as 20 service projects proposed by student groups. Students whose projects receive network approval live in small houses on college property where they are encouraged to form communities that will support them during their year-long projects.

The Wooster Volunteer Network maintains strong relationships with community service groups by publishing a newsletter, sponsoring events that foster exchange, and encouraging students to volunteer with local organizations. Wooster undergraduates tutor elementary students through a network partnership with local elementary schools. The network also collaborates with the national organization Break Away to recruit, underwrite, and train volunteers for intensive service opportunities throughout the country during spring break.

Columbia College

Phyllis O. Bonanno, President

Entrepreneurial Camp for Girls

Teenage girls are learning the basics of becoming business owners with the help of a week-long summer camp sponsored by Columbia College, the Small Business Administration, local banks, and women entrepreneurs. Girls interested in attending the camp submit recommendations and a short essay about why they would like to be a business owner. Now in its third year, the entrepreneurial camp provides girls with a basic understanding of small business management while building their skills in problem solving and decisionmaking. Women business owners and professionals lead sessions and serve as mentors as the girls develop their own business plans. At the end of the camp, the business plans are presented to financial lenders, who provide feedback on the proposals.

Columbia College

Phyllis O. Bonanno, President

Web Site for Woman-Owned Businesses

As a part of Columbia College's initiative to promote woman-owned businesses, the college Center for Women Entrepreneurs developed a Web site that offers a variety of services targeted to women and young girls who are interested in starting and managing a business. Visitors to the site can participate in online entrepreneurship classes taught by professors and staff from the center. In the site's chat room, women entrepreneurs can discuss special issues faced by women starting businesses. The Web site contains small business Web links, a classified section that allows individuals to buy and sell their business products and services, online assistance with business plans, and information on services offered at the Center.

Columbus State Community College

Valeriana M. Moeller, President

Creating Neighborhood Jobs

Local agencies, community businesses, and Columbus State Community College sponsor the Creating Neighborhood Jobs Through Training for the Home-Provision of Childcare program, which provides childcare training for residents in the Central Community House neighborhood. The program offers a 48-hour training opportunity for residents, who had identified the need for in-home certified childcare providers in the community during yearlong discussions with the college. Provision of such services not only fosters the healthy development of children in the neighborhood, but gaining certification in this skilled area also increases employment opportunities for local residents. The program is the result of collaboration between the College's Child Development Center and the Central Community House neighborhood.

Cumberland College

James Taylor, President

Mountain Outreach Program

Cumberland College sponsors the Mountain Outreach Program to construct new housing for low-income residents in communities surrounding Williamsburg, Kentucky. Working in partnership with the local community, the program's goal is to teach college students to help others and to allow disadvantaged families to keep their self-respect. Families who are chosen to receive the homes make monthly payments that are tailored to the family's income and may be as low as $50 per month for 20 years. In addition to house building, the program also drills wells for families, provides plumbing and wiring services, adds insulation, and repairs windows and porches.

Delaware State University

William B. DeLauder, President

Saturday Academy Program

In 1989, in collaboration with various private and public schools in Delaware, Delaware State University established the Saturday Academy Program for elementary and middle school students in grades 4–8. Offered for 24 weekends during the school year, this academic enrichment program aims to improve students' basic and problemsolving skills, develop in students a more positive attitude about mathematics and science, and encourage careers in science, technology, and engineering.

By extensively using computers in the classroom, the Saturday Academy Program offers practical experience and instruction in laboratory science, mathematics, communication skills, and computer science. Students are selected for the program on the basis of their academic records and recommendations from teachers or counselors. The program is partially funded by corporate support. It is available at the main campus in Dover and at the satellite campus in Wilmington (at Howard High School of Technology).

Dickinson College

A. Lee Fritschler, President

Program for Education, Enrichment, and Recreation

Working in collaboration with local schools and social service agencies, Dickinson College sponsors the Program for Education, Enrichment, and Recreation to provide summer enrichment education, mentoring, and recreation to at-risk children from the greater Carlisle community. Available to girls and boys between the ages of 8 and 12, the program aims to strengthen academic and life skills, to build self-esteem and respect for others, to develop decisionmaking and leadership skills, and to teach values such as teamwork. Services include enrichment in math, science, and English and education in reading, writing, and computer skills. Other elements of the program include recreational activities, cultural events, and overnight trips. The college funds the program with assistance from the United Way of Greater Carlisle.

Duke University

Nannerl O. Keohane, President

Partners for Youth Program

To help Durham teenagers achieve career success and break the cycle of low-wage employment, Duke University offers the Partners for Youth program, which gives them the tools, skills, and support they need to reach educational and career goals. As part of the Duke-Durham Neighborhood Partnership Initiative, the program matches a student with four different mentors who represent the community, school, classroom, and professional workplace. Monthly activities and workshops designed to highlight targeted areas of interest are coordinated through the program, resulting in the student being placed in a related summer job for 6 to 7 weeks. Other partners in the program include community leaders, local businesses, the West End Community Center, the Southwest Central Durham Neighborhood Council, and local churches.

East Tennessee State University

Paul E. Stanton, Jr., President

ETSU Community Partnership Center

To provide a continuum of care to recipients of Temporary Assistance to Needy Families and to low-income citizens, East Tennessee State University (ETSU) has joined with Johnson City's Community Development Office to form the ETSU Community Partnership Center. A goal of the project is to integrate health and human services by offering an array of employment and training services along with mental health services, healthcare, and dental services in a "one-stop shop" facility.

In a newly renovated building in a low-income area of Johnson City, the Community Partnership Center offers employment and training services, a free dental clinic, and counseling. Volunteers from the ETSU Small Business Center and the Departments of Dental Hygiene and Social Work provide the services. Faculty from the Departments of Sociology, English, and Community Health Nursing teach college-level courses onsite. Courses are service-learning-intensive and place students in tutoring services, a children's literature program, and health education programs.

Eckerd College

Peter H. Armacost, President

Alpha Leadership Program

The Alpha Leadership Program at Eckerd College in St. Petersburg, Florida, helps disadvantaged African-American students reach their full potential. Beginning in January of each year, Eckerd College offers on-campus leadership classes to these students on 10 consecutive Saturday mornings. Classes include sessions on success motivation, decisionmaking, communications, and college preparation. Educators and professionals from the Pinellas County Schools, St. Petersburg Junior College, and the community at large teach the classes. Parents serve as classroom aides and as members of parent support committees.

To participate, students must agree to attend and participate in all classes. They also must complete all homework and other assignments. During the fall of their senior year, the college offers students and their parents two sessions of college and career planning. Financial supporters include students (through fundraising events), previous graduates, parents, and local businesses. Since the Alpha Leadership Program began in 1978, some 800 students have completed the program and gone on to earn high school diplomas.

Edgewood College

James A. Ebben, President

Technology Consortium

The Technology Consortium is a partnership between Edgewood College and the Madison neighborhood centers. Utilizing technology as a vehicle to strengthen low-income neighborhoods, the consortium focuses on improving the education, employment, and daily living of neighborhood residents by offering computer training in neighborhood centers. With college faculty and students and the center's staff acting as mentors, residents can participate in self-paced computer training and develop entry-level skills for minimum-wage workers. Participants who complete the program are guaranteed interviews with the program's corporate partners. Computer labs offer open programming for preschoolers through seniors, including classes on e-mail, the Internet, and graphic design. In addition to funds from Edgewood College and the Madison Neighborhood centers, the Wisconsin Advanced Telecommunications Fund, Madison Community Foundation, and Community Development Block Grant moneys fund the technology project. Other corporate sponsors donate hardware, software, e-mail accounts, and dial-up access. The partnership fosters relationships between faculty, students, center staff, and neighborhood residents, which result in mutual learning and empowerment.

Edinboro University of Pennsylvania

Frank G. Pogue, Jr., President

Planetarium Outreach Program

The Edinboro University Planetarium provides grade-specific programs for K–12 students and the general public within its region. Recent programming includes "Follow the Drinking Gourd," which highlights how the slaves used the Big Dipper to guide them north to freedom; presentations and updates on the Mars Pathfinder Mission; a guest speaker on meteorites; public programs on specific astronomical phenomena; "Riding the Rails," which highlights the importance of rail transportation in the region, focusing on time zones and how they are created by the Earth's rotation; and public programs offered through "Thursday Night at the Planetarium." The Planetarium serves many groups, including inner-city and rural students, and serves as a liaison between the university, the schools, and the community, offering a progressive astronomy education to a diverse population.

Edinboro University of Pennsylvania

Frank G. Pogue, Jr., President

The SAM Program: Westinghouse High School Science and Math Program

Edinboro University of Pennsylvania offers 20 juniors from Westinghouse High School in Pittsburgh the opportunity to participate in the Westinghouse Science and Mathematics (SAM) program. Funded by the Westinghouse Electric Corporation, the SAM program invites minority students who show an advanced aptitude for math and science to come to the Edinboro campus for a week of hands-on, math-based physics labs in the summer. In addition to the weeklong, intensive, lab-oriented program, students learn what college life is like. Students stay at the residence halls, eat in the dining halls, and attend guest lectures.

Elizabeth City State University

Mickey L. Burnim, Chancellor

Fair Housing Education and Outreach Strategies Program

To increase the public's awareness of fair housing laws, Elizabeth City State University operates a Fair Housing Education and Outreach Strategies program for residents and communities throughout rural, Northeastern North Carolina.

Funded through the U.S. Department of Housing and Urban Development's Fair Housing Initiatives Program, the project offers a comprehensive, multicounty fair housing education and outreach initiative through the implementation of several tasks. Services and activities of the program include developing printed educational materials such as pamphlets, brochures, fliers, posters, and newsletters; hosting seminars and workshops for schools, residents, civic associations, neighborhood organizations, and the housing industry; and providing information on fair housing, including distance learning techniques available through the university's video conference center. In addition, the program offers counseling services that target pre- and postpurchase counseling, rental housing counseling, referrals, and emergency housing.

Working with local organizations and businesses, the program provides technical assistance to recipients of Small Cities Community Development Block Grants, devises strategies to increase the number of minority real estate professionals, develops a regional media campaign, implements special activities for Fair Housing Month, and refers housing complaints to the appropriate authorities.

Elizabeth City State University

Mickey L. Burnim, Chancellor

Neighborhood Networks Project

To increase educational opportunities and self-sufficiency for local residents, Elizabeth City State University offers the Neighborhood Networks Project which provides computer resources and training for 350 low-income residents of the Herrington Village housing development.

Using funds from HUD's Historically Black Colleges and Universities Program, the Neighborhood Networks Project operates a computer learning center with 10 computers, 2 of which are connected to an Internet service provider. Various multimedia software packages allow training to be tailored to different school grade levels and adult job training needs. Among the services provided by the project are specialized software to assist residents who wish to get off welfare, job skills training, academic remediation, basic skills training, and interpersonal skills training. Additionally, the computers are used as tutorial aids in helping school children with their homework assignments.

This project is a result of a partnership between the university's Community Development Program, Herrington Village, and other community-based resources and organizations.

Elizabeth City State University

Mickey L. Burnim,
Chancellor

Partnership for Technology Program

By providing computer technology assistance through public school systems in two States, the Partnership for Technology program offered by Elizabeth City State University creates a linkage between disadvantaged residents and communities in rural North Carolina and Virginia.

Under the leadership of the university's Math and Computer Science Department, the Partnership for Technology Program coordinates donations of computer equipment from pickup to installation. Services include testing the equipment to determine usefulness, replacing hard drives and restoring file systems, and installing them in public schools in the communities. In addition, $600 minigrants are offered to each school for printer supplies, diskettes, and software and to provide Netday training and organizational assistance to complete school LANs.

Funded by NASA's Network Resources Training Site Program, the Partnership for Technology Program is a collaboration between the university, public schools systems in North Carolina and Virginia (including Halifax Public Schools), and the Federal Computers for Learning Program.

Emory and Henry College

Thomas R. Morris,
President

Migrant Farm Worker Program

During the fall, migrant farm workers can receive a variety of social services with the help of the Migrant Farm Worker Program developed by the Appalachian Center for Community Service at Emory and Henry College, the Migrant Health Network, the Highlands Educational Literacy Program, and Emory United Methodist Church. Services are offered on Sunday afternoons inside the Emory United Methodist Church on the grounds of Emory and Henry College. Some 35 church, community, and student volunteers contribute their services each week as language tutors, drivers, clinic aides, childcare volunteers, and general helpers. A health clinic is available at the church, where area doctors and nurses volunteer their time and services to treat the migrant workers and their families. Community, church, and student volunteers collect and donate food and winter clothing for the migrants. The program serves about 25 Hispanic migrant farm workers each week. Funding for the Migrant Farm Worker Program comes from a number of sources, including a grant from the Bonner Foundation.

Emporia State University

Kay Schallenkamp,
President

Bilingual Education Program

The Emporia Chamber of Commerce, local schools, and Emporia State University offer a bilingual education program to enhance the educational opportunities of bilingual students. The program provides schools with additional bilingual teachers and helps students complete their education. Students, selected by the Manufacturers Council of the Chamber of Commerce, receive full scholarships for tuition and books at the university. In cooperation with the Emporia public schools, the bilingual students are provided classroom experiences as paraprofessionals, observers, and student teachers within the schools.

Fitchburg State College

Michael P. Riccards, President

Computer-Based Client Tracking and Reporting System for Twin Cities Community Development Center

Fitchburg State College created a computerized client tracking and reporting system for the Twin Cities Community Development Center's microenterprise development programs. These programs, which include workshops, networking groups, loan programs, individual technical assistance, and entrepreneurial training courses, have many data collection requirements. The new system incorporates a new generation of performance indicators combined with a user-friendly client tracking system. The new indicators provide information about the Community Development Center's effectiveness in reaching target groups; the scale of the program; the performance of credit portfolios; program costs and efficiency; program outcomes and their impact on clients; and program sustainability and internal cost recovery. HUD's Community Outreach Partnership Center Program funded the project.

Fitchburg State College and Twin Cities Community Development Center plan to continue their partnership to develop additional applications for the tracking system, including systems for "Worklinks," the center's $1 million Federal award to provide workforce development in the plastics industry and information referral to area banks and the regional Community Reinvestment Act Committee.

Florida Atlantic University

Anthony James Catanese, President

Life in America Program

The Life in America Program provides a variety of services to adult immigrants in Broward County, Florida. This program is the collaborative effort of Florida Atlantic University's Center for Urban Redevelopment and Empowerment (an applied research and community outreach organization), the Center for Minority Human Service Providers, Inc. (a nonprofit agency), and the Florida Department of Education.

The Center for Urban Redevelopment and Empowerment and the Center for Minority Human Service Providers have created a neighborhood outreach center to deliver services to adult community members—largely Hispanic and Haitian immigrants who lack the literacy required for effective citizenship and productive employment. Many of these recently arrived immigrants work in farming occupations and realize that they must improve their job skills and become literate if they are to survive in a highly competitive job market. Besides citizenship and English-language instruction, the center provides computer, job skills, and microentrepreneurial training.

The Center for Minority Human Service Providers works closely with the U.S. Immigration and Naturalization Service; private, State, and Federal employment services; and local religious organizations to provide these greatly needed services. Florida Atlantic University provides staff and technical support, curriculum, and consultation. The Florida Department of Education and individual contributors provide substantial funding.

Florida Atlantic University

Anthony James Catanese, President

Microloan Program

The Microloan Program is helping to revitalize businesses and create jobs in Broward County, Florida, by providing small loans and training to microentrepreneurs throughout the county. This program is a collaboration between Florida Atlantic University's Center for Urban Redevelopment and Empowerment (an applied research and community outreach organization) and Working Capital Florida (a nonprofit lender of microloans).

Working Capital is a national organization whose mission is to provide affordable credit to microentrepreneurs. The Center for Urban Redevelopment and Empowerment is the local microloan agency for Working Capital. A consortium of local banks (City National Bank, Colonial Bank, PointeBank, and SouthTrust Bank) has invested more than $100,000 in a loan pool specifically for these microloans.

Using the Grameen Bank model from Bangladesh, microentrepreneurs are placed in "peer lending groups" consisting of approximately six members. This model has been instrumental in transforming communities by empowering microentrepreneurs to network and develop their businesses together. Working Capital Florida provides loans by acknowledging the "social collateral" of the group. Only by group consensus are loans approved for each member. Repayment of loans is quite successful because the group manages the repayment process together. In addition to serving as loan agency, the Center for Urban Redevelopment and Empowerment provides technical support and advises groups on how to be successful entrepreneurs.

Frostburg State University

Catherine R. Gira, President

Martin Luther King, Jr., Reflection and Education Inclusive Outdoor Recreational Arboretum

As a way of promoting diversity through environmental education and community outreach, Frostburg State University sponsors the Martin Luther King, Jr., Reflection and Education Inclusive Outdoor Recreational Arboretum in Western Maryland. The arboretum hosts an outdoor area for reflection and contemplation dedicated to King's teachings. In addition, the facility offers outdoor education projects to give youth hands-on experiences in conservation biology and restoration ecology programs. The arboretum is the result of a partnership between the university, the Maryland Department of Juvenile Justice, the "A STAR!" AmeriCorps program, the Allegany County Chapter of NAACP, Maryland Conservation Corps, the Joseph D. Brandenburg Center for disabled adults, local businesses and churches, and community civic organizations.

Furman University

David E. Shi, President

Bridges to a Brighter Future Summer Program

To help local disadvantaged students reach their academic potential and prepare for college, the Bridges to a Brighter Future Program brings secondary school students to the Furman University campus in Greenville each summer for a month of intense academic instruction and enrichment. The program emphasizes one-on-one instruction, laboratory work, and educational field trips. In addition, the students attend workshops that discuss pregnancy, drug abuse, and sexually transmitted diseases. Participation in weekly community service projects also is part of the curriculum.

The program is a partnership between the university and local schools, who provide student referrals and ongoing monitoring during the academic year. Furman students, faculty, and staff work with secondary teachers as program counselors and instructors. Students must have a grade point average of "C" or better and have demonstrated parental involvement in their education.

Endowed by a gift from a Greenville resident, the program enters its third year in the summer of 1999, with 60 students enrolled.

Furman University

David E. Shi, President

Northwest Crescent Child Development and Family Services Center

In collaboration with Children's Hospital of Greenville Hospital System, the School District of Greenville County, and the United Way's Success By 6 program, Furman University sponsors the Northwest Crescent Child Development and Family Services Center to provide free health, education, and human services to preschool children and families who reside in northwestern Greenville County. With volunteers from the university's faculty and staff, plus outside professionals, the center offers services that focus on early childhood development and adult education, including general equivalency diploma classes, a parents-as-teachers program, childcare, English as a second language, prenatal/infant care, and workshops to help children and parents deal with family changes. The Children's Hospital of Greenville Hospital System provides visits by the pediatric mobile van, offering immunizations and health screenings. Since 1998, the center has served 140 children.

Gadsden State Community College

Victor Ficker, President

Consortium Approach to Workforce Development

The Northeast Alabama Economic Development Consortium is carrying out strategic initiatives for workforce development to counteract the effects of the plan to close Fort McClellan by September 1999. The consortium comprises Ayers State Technical College, Gadsden State Community College, Jacksonville State University, County Chambers of Commerce, elected officials, and leaders in community economic development and local industry. The 5,400 military and civilian jobs at Fort McClellan have made it the largest employer in the region. Because of these employees, expenditures for private and public goods and services created an additional 7,253 jobs in the 7-county area. The consortium has developed a strategic action plan for workforce development, including employee career counseling, scholarships for retraining, and economic development initiatives. More than 500 people have received direct scholarships for workforce retraining/training. At least 1,000 new jobs have been created through innovative employee recruiting/training grants.

George Washington University

Stephen J. Trachtenberg, President

Center for Excellence in Municipal Management

In an effort to improve the quality of municipal government in the District of Columbia, the George Washington University Center for Excellence in Municipal Management provides leadership and management development as well as advice and research on public management practices.

Located within the school of business and public management, the center sponsors two executive education components. The program for Excellence in Municipal Management offers leadership training to more than 120 senior city officials from agencies and the local public schools' central office. Once the basic leadership course has been completed, intensive training is provided in strategic planning, leadership values and ethics, project management, public budgeting, information systems, human resource management, and executive decision making. The second component is the Principals' Leadership Academy, which serves 160 principals in the area. Training is offered in instructional leadership, budgeting and financial management, and human resource management.

Among the partners in this initiative are the District of Columbia government, the Fannie Mae Foundation, the World Bank, Giant Foods, the Morris and Gwendolyn Cafritz Foundation, KPMG LLP, and Howard University.

Georgia Southern University

Nicholas Henry, President

Migrant Outreach Project

To help meet the critical needs of migrant farmers in the rural southeast area, Georgia Southern University offers a migrant outreach project that provides leadership training and community empowerment to local neighborhoods. Working with the Southeast Georgia Community Project, a relief services agency, the outreach project provides civic education designed to assist migrant families achieve U.S. citizenship. Some of the project's additional activities include tutoring migrant youth, distributing canned food, and conducting clothing drives and fundraising efforts. In addition, university students learn about migrant life through visits to labor camps, agricultural fields, and packing houses.

Georgia State University

Carl V. Patton, President

Project Healthy Grandparents

Project Healthy Grandparents provides multidisciplinary services to grandparents raising their grandchildren. Housed in the College of Health and Human Sciences at Georgia State University in Atlanta, Project Healthy Grandparents combines research, education, and community service to strengthen families in which grandparents are raising children in parent-absent households. Alongside a core staff of faculty, nurses, and social workers, graduate students in nursing, social work, education, and law provide home-based services to families.

The program improves the well-being of its clients and helps prevent child abuse through health screening and counseling, child custody information and legal services referrals, public benefits counseling and case management, tutoring and mentoring, and grandparent support groups and education classes. The program regularly collaborates with a number of Georgia State University departments and community organizations to provide services. The University System of Georgia, the Office of Child Abuse and Neglect of the Georgia Department of Human Resources, the Georgia Health Foundation, and the John H. and Wilhelmina D. Harland Charitable Foundation support the program. In October 1998, after three years of service to the community in Atlanta, the University of Georgia founded the program at three additional sites.

Governors State University

Paula Wolff, President

Forging Partnerships Program

In response to increasing problems of alcoholism and drug abuse in public housing projects, Governors State University sponsors the Forging Partnerships Program, which provides prevention and intervention education and training to local police officers.

Under the program, 20 Chicago Housing Authority police officers undergo intensive drug education programs that highlight drug assessment, referral, and prevention methods. The training provides the officers the knowledge to implement a proactive strategy for evicted public housing occupants who are substance abusers.

In collaboration with the Chicago Public Housing Authority Police Department and Harold Washington College, the Governors State Forging Partnerships Program offers four levels of education—Advanced Certificate, Associate of Applied Science, Bachelor, and Master—at two academic institutions.

Hampton University

William R. Harvey, President

Hampton Community Development Project

Government and private agencies and organizations in Hampton Roads, Virginia, are trying to stimulate the local economy by helping create new businesses, jobs, and affordable housing. The community development effort, founded in 1982 and expanded in 1991 and 1992, involves many partners, including Hampton University, the City of Hampton and several of its agencies, HUD and other Federal agencies, the Ford Foundation's Structured Employment/Economic Development Corporation, and local civic and service groups.

Project partners have launched several initiatives since they began working together. Construction of the Hampton Harbor shopping area provided affordable housing, retail shopping, and new jobs. Hampton University's Business Assistance Center provides technical assistance to the small business community and aids in business retention. The Hampton Community Development Corporation, established by the university in 1992, coordinates many community projects, including construction of a small business incubator. The incubator provides fledgling entrepreneurs with office facilities, clerical assistance, utilities, communications networks, and technical assistance.

Harford Community College

Claudia E. Chiesi, President

WAGE Connection Program

To address the changes created by the 1996 Welfare Reform Act, the Working to Achieve Growth and Employment (WAGE) Connection Program at Harford Community College provides low-income residents with a welfare-to-work initiative that encourages independence and self-sufficiency. Four agencies—Harford County Department of Social Service, Harford County Department of Labor/Licensing and Regulation, Susquehanna Region Private Industry Council, and the YMCA of Central Maryland—collaborate with Harford Community College to operate the WAGE Connection Program. Located in a designated center, the program provides temporary cash assistance recipients with a variety of services that target independence and employment. Assessment of eligibility and case management are done by the

Department of Social Service. Referrals from employers are maintained by the Department of Labor/Licensing and Regulation, and the Susquehanna Region Private Industry Council. The YMCA offers free onsite child care. Funding is available from the State of Maryland Family Investment Program, the Harford County Department of Social Service, and Colgate. Between January 1995 and July 1998, welfare caseloads declined 69.2 percent in Harford County.

Entrepreneurial Development Center

Harrisburg Area Community College

Edna V. Baehre, President

In October 1997, Harrisburg Area Community College and the Capital Region Economic Development Corporation opened the Entrepreneurial Development Center. The purpose of the center is to increase the number of successful businesses in Cumberland, Dauphin, and Perry Counties in central Pennsylvania. The center offers business advisory services to entrepreneurs, particularly those in the initial stages of establishing their businesses.

Under the partnership agreement, the college funds the center director's position for 18 months. Members of the college's business faculty counsel the center's clients on self-assessment and needs determination; preparation of a business plan; licensing, legal structure, and regulatory issues; business management strategies; financial and accounting practices; and market research and marketing techniques. The college also provides stipends for clients to attend college classes and workshops.

An advisory board from the Harrisburg community guides the center's operations. Clients enjoy a variety of additional resources such as computer and Internet access; a library of business materials; use of copier, faxing, and color printing services; and mentoring with established business leaders. The center is open six days a week, including Saturdays. During the first year of operation, some 150 clients used the Center's services, and at least six clients have started their own businesses.

Nursing Student Organization Community Project

Harrisburg Area Community College

Edna V. Baehre, President

To increase accessibility to health care for inner-city residents, Harrisburg Area Community College promotes the Nursing Student Organization Community Project, which provides nursing care to individuals at a local soup kitchen.

In collaboration with Holy Spirit Hospital, student nurses help registered nurses pass out vitamins and conduct recreational activities for the children. During the play period, students assess the children for signs of abuse, neglect, and health problems.

Other activities in the program include monitoring blood pressures, conducting physical assessments, monitoring glucose levels, administering flu shots, distributing clothing, feeding infants, doing pregnancy tests, and filling out various forms for clients who cannot read or write. The program also provides health education classes that highlight first aid, signs and symptoms of heart attacks and strokes, and nutrition.

Harvard University

Neil Rudenstine, President

Town-Gown Affordable Housing Plan

Working with the City of Cambridge Community Development Department and Homeowner's Rehab, Inc., a local nonprofit housing developer, Harvard University created a plan to preserve the affordability of more than 25 percent of their formerly rent-controlled properties. Despite incentives to increase rents or sell the properties, Harvard collaborated with the city to create the Town-Gown Affordable Housing Plan, a partnership that would maintain affordable housing options for both students and residents. The plan called for the sale of 100 units in 9 buildings at prices lower than one-third of their market value to Homeowner's Rehab, Inc. The funding for the acquisition, creatively arranged to come from Harvard's future-in-lieu-of-tax payments to the city, eliminated the need for the city to put up any cash. Homeowner's Rehab then secured additional funds for the capital improvements from conventional affordable housing funding sources, including the city, the State, and private bank financing. The units included deed restrictions that maintain their long-term affordability. Additionally, the plan extended rent protections, such as maximum rent increases of 5 percent to 78 low- and moderate-income tenants living in other Harvard properties as long as they remain in the units.

Hope College

John H. Jacobson Jr., President

Project TEACH

In conjunction with the local school district, Hope College developed a program to increase the number of high-quality educators and to allow minority students interested in becoming teachers to attend college. Project TEACH recruits minority high school freshmen and sophomores and offers these students academic, mentoring, and emotional support during their high school and college years. Each student in the program is paired with a Hope College education student, who becomes the student's mentor/tutor throughout high school. A student choosing to apply to, and accepted by Hope College can receive a full scholarship. The staff and board members of Project TEACH help students find teaching positions in the local school system after they have graduated from Hope.

Houghton College

Daniel R. Chamberlain, President

Preparing Low-Income Students for College

The Upward Bound program at Houghton College, which is funded by the U.S. Department of Education and also locally sponsored, promotes academic, social, and personal growth of low-income high school students in Allegany and Cattaraugus Counties in New York. The goal of Upward Bound is to help its participants successfully prepare for and enroll in a 4-year college or university program. The program provides tutorial and study skill sessions at area high schools with college student tutors and a 6-week summer program on the Houghton College campus.

During the academic year, students participate in tutoring, goal setting, and academic and cultural enrichment sessions. Field trips to colleges and universities, museums, and educational programs also are part of the program. The summer portion of the program provides two weeks of off-campus experiential education, which is taught in cooperation with Houghton's Wilderness Adventures program. Students hike, rock-climb, and learn to set goals and solve problems. The last three weeks of the summer program include cultural enrichment and group activities on the college campus that improve the students' knowledge of literature, composition, math, science, and foreign language and culture.

Houston Community College System

Ruth Burgos-Sasscer, Chancellor

Math, Science & Technology Expo

Houston Community College and Harris County Precinct One are working to meet the Houston area's growing need for scientists, engineers, and technologists. On November 20, 1998, they hosted nearly 300 high school and college students from Northeast Houston at the Math, Science & Technology Expo.

The exposition focused on careers and higher education opportunities and included exhibits and displays related to math, science, and technology from companies, universities, and government agencies throughout Texas. The goals of the exposition were to encourage students to consider careers in math, science, or technology; to invite experts from various fields to discuss current and future trends and workforce expectations; to create a seamless transition to 4-year colleges and universities for community college students in math, science, and technology fields; and to provide a forum for exhibitors to demonstrate the newest products and technological advancements, share resources, and exchange tips with other educators and business/industry representatives. Students attended sessions on a variety of topics, including animal cloning, preparation for medical school or veterinary school, the Year 2000 problem, telecommunications and online classes, aerospace technology, and life in a medical examiner's office.

Howard Community College

Mary Ellen Duncan, President

Employment Training

An employment training partnership between Howard Community College and several Maryland agencies is attempting to relieve a local labor shortage while putting former welfare recipients back to work. The employment program will train 80 former welfare recipients as customer service personnel or paratransit drivers. Funded by a State grant, the yearlong project targets welfare recipients who are the hardest to place in employment because they lack basic skills and face many personal barriers. The college is designing the curriculum and working with Manpower, a national private training company, to train participants. Paratransit training and transport clients are being provided by the Urban Rural Transportation Authority. A similar partnership that involved the college and the Howard County Department of Social Services has helped decrease the county's welfare rolls by more than 70 percent in a 2-year period.

Howard Community College

Mary Ellen Duncan, President

Project Bridge

To help local parents who are interested in adopting minority adolescents, Howard Community College sponsors Project Bridge, a parent education program in Baltimore City. Designed to relieve the overflow of orphaned children in the area, the program seeks to find homes for 300 children during a 3-year period. Particular emphasis is placed on finding parents for older minority children, who are the least likely to be adopted. Working in collaboration with the Howard County Department of Social Services, the program promotes adoption through marketing, parent training, and adapting curriculums for other agencies.

Hunter College (CUNY)

David A. Caputo, President

Health Link

Hunter College's Center on AIDS, Drugs and Community Health responds to the growing public health crises that often devastate New York City's low-income communities. By linking the expertise, resources, and commitment of Hunter College and the City University of New York (CUNY) with the knowledge, credibility, and experience of community organizations, leaders, and residents, the Center helps organizations in poor neighborhoods respond more effectively to the threats to public health problems such as HIV/AIDS, substance abuse, tuberculosis, and violence.

Since 1992 the Center has sponsored Health Link, a model program designed to help women and adolescents incarcerated at Rikers Island Detention Center to return to their communities, reduce drug use, avoid rearrest, and improve their health. Health Link has provided jail-based education and support to more than 3,000 women and male and female adolescents. It also has provided community services in the South Bronx and Harlem to more than 300 women and 200 adolescents, linking them to drug treatment, housing, primary healthcare, and other services. Independent researchers are now evaluating the project to determine the impact of the Health Link model on recidivism.

Hunter College (CUNY)

David A. Caputo, President

South Bronx/Hunter College Community Outreach Partnership Center

Created in 1997, the South Bronx/Hunter College Community Outreach Partnership Center introduces young people from the South Bronx, New York, to careers in the healthcare and environmental fields. Funded by a grant from HUD, the center works with neighborhood residents, community groups, and organizations to redevelop the South Bronx and make it safer and healthier for young people.

Since its inception, the Community Outreach Partnership Center has provided more than 300 youth with detailed information about career opportunities in the health care and environmental remediation job fields, along with information on related courses at Hunter College and the City University of New York. Thirty South Bronx youth participated in paid summer internships funded by the center in both the healthcare and environmental remediation fields. The interns serve at a community-based organization, shadowing professionals in the field. They work on health or environmental projects and receive classroom instruction on education, career planning, and job readiness skills development.

Illinois Valley Community College

Jean Goodnow, President

Family Computer Night Program

In the Family Computer Night Program, Illinois Valley Community College instructors teach basic computer skills to residents of the Housing Authority of LaSalle County. In a series of evening sessions designed for parents and children, staff from the college's Adult Education Program and the housing authority introduce residents to the computers available in the housing authority's community rooms. The program teaches computer basics, allows educational parent-child interaction, and strengthens parental understanding of afterschool programs. It includes dinner.

The college's Adult Education Program provides several computers, instructors, and the curriculum. The housing authority provides two desktop computers in each community room, publicity, supervisory personnel, and refreshments. Between 6 and 12 participants attend each site. One result of the program has been an increased interest in computer work by students in the afterschool program.

Indiana University, Kokomo

Emita B. Hill, Chancellor

Computer Closet

A Rotary Club member in Kokomo, Indiana, believed that underserved students should have the same access to computers as other students. Through his work with a youth mentoring program sponsored by Indiana University, the Rotary Club member initiated the Computer Closet program, which has distributed more than 100 donated, used computers to promising students. Several groups keep the program operating, and the university provides storage space for the donated computers. The coordinator of the youth mentoring program manages all correspondence with the Closet's community donors and applicants. University of Indiana students and others with technical skills donate a few hours per week refurbishing, configuring, and testing the systems and delivering them to students.

Indiana University, Kokomo

Emita B. Hill, Chancellor

Destination: Education IUK

Destination: Education IUK is an early intervention scholarship program at Indiana University at Kokomo. The program targets Howard County seventh graders who have academic potential but who face economic, social, or personal obstacles that could prevent that potential from being realized. The university, local public schools, parents, and representatives of the civic and business communities collaborate to make the program a success.

The program increases students' likelihood of success by helping them make good life choices and identifying personal and educational goals. The program provides students with positive role models, an emotional and financial support system, and cultural, occupational, educational, and social experiences that help them build a solid foundation for future success. Throughout the year, students and their parents are involved in learning activities and special events. Other key components of the program include tutoring, career counseling, and advice on college admissions and financial aid. When participating students graduate from high school and are admitted to Indiana University at Kokomo, community donors award each of them a $2,000 scholarship. Students in the program are succeeding in greater numbers than nonprogram students with the same academic and personal profiles.

Inter American University of Puerto Rico, Aguadilla

Juan A. Aponte, Chancellor

Community and Schools in the Prevention of Adolescent Pregnancies

The Inter American University of Puerto Rico teamed up with the Municipality of Aguadilla and the Puerto Rican Department of Education to develop a teen pregnancy prevention program. The university offers training for school advisers, and social workers from the Department of Education supply the information needed to teach students about pregnancy prevention. Another training is offered to adolescents from local public schools. Students chosen for this training include school leaders, students who have experienced teen pregnancy, and students at risk for teen pregnancy. The students receive transportation to the university and a stipend to encourage their participation in this training. Upon completion of the project, local public schools, social workers, advisers, and the Municipality of Aguadilla will organize a health fair on the topic of teen pregnancy prevention.

Ivy Tech State College, Lafayette

Elizabeth J. Doversberger, Chancellor

Training Initiative for Early Care and Education Providers

Ivy Tech State College, the Indiana Association for Childcare Resources and Referral Agencies, and the Purdue University Cooperation Extension Service have collaborated to improve the quality of child care available in Indiana. Based on their potential as employees in a childcare setting, students participate in classes aimed at achieving this goal. Many students have taken these classes as part of the Welfare-to-Work Initiative. Ivy Tech State College Child Development instructors designed the series of four classes to meet the criteria for the Child Development Associates (CDA) credential conferred by the Council in Early Childhood Professional Recognition in Washington, D.C. This national credential is recognized as a minimum standard of competence in the field. The initiative prepares caregivers with education needed for the CDA credential and with a greater sense of the values they must espouse as they become professionals in a field that is vitally important to the community.

Ivy Tech State College, Northcentral

Carl F. Lutz, Vice President/Chancellor

Manufacturing Academy

Ivy Tech State College and the South Bend, Indiana, school board collaborate to offer three vocational programs for high school students: welding, machine tool technology, and plastics technology. The students attend classes on the Ivy Tech State campus, using the college's technology laboratories and equipment during times when the college does not need them. Students who attain a grade of "C" or better receive credit from Ivy Tech along with their high school credit. If the student matriculates at Ivy Tech within a year of graduating from high school, then the course may be counted toward an associate's degree.

Collaboration between the high school and college faculties helps prevent duplication between high school and college courses, saving the students time and money as they pursue their educations. Secondary school instructors credentialed at the college level teach each class. The college faculty, the school district, and a community advisory committee jointly develop the curriculum.

Kettering University

James E. A. John, President

Durant-Tuuri-Mott Community Elementary School

Kettering University engineering and management students, professors, and staff team up with the Durant-Tuuri-Mott Community Elementary School to offer tutorial programs, career days, and school-to-work activities. Located in an impoverished neighborhood, the elementary school also has received funding from Kettering University to hire a full-time school-community liaison to coordinate collaborative programs that promote community renewal. An annual commitment from Kettering University's C.S. Mott Community Outreach Endowment provides long-term stability to the partnership efforts.

Knoxville Business College

Stephen A. South, President

Knoxville Business College Community Partners

Knoxville Business College has established a collaborative relationship with the greater Knoxville community through the Knoxville College Community Partners Program. A Memorandum of Understanding signed by 19 governmental, business, and community-based organizations, including the U.S. Department of Housing and Urban Development, created the program in early 1998.

The Knoxville College Community Partners program enhances Knoxville Business College's role in the community and strengthens the college economically. The college benefits from the assistance it receives to upgrade its physical plant, technology systems, and other facilities. Students benefit from the practical experience in career-related community service they obtain. Community agencies and organizations find the use of campus facilities and assets beneficial.

Knoxville College Family Life Center is one example of the partnership at work. This center, staffed by Knoxville College students and personnel, provides tutoring, counseling, and crisis intervention for low-income families and their children living within a 10-mile radius of the college campus. The partnership also facilitates the implementation and ensures the success of the Knoxville College Work Program. Knoxville College has become the eighth work college in the United States and is the first Historically Black College or University to embrace that concept. Students can defray the costs of their education by serving in campus work assignments, community service positions, job-training internships, and career-related cooperative education positions.

Lake Superior College

Kathleen Nelson, President

Together Everyone Achieves More

To enhance the academic experiences of local at-risk high school students, Lake Superior College sponsors the Together Everyone Achieves More program to highlight mentoring, training, and parental involvement for families at Duluth Central High School. Students in the program study the challenges facing at-risk teens and the effects of race and class issues on families in Duluth, applying this knowledge during weekly mentoring sessions with high school students. Microsoft Excel training is part of the curriculum as an adjunct to the mentoring. Parental involvement is encouraged through weekly support groups to discuss ways of promoting the children's academic success and to strengthen relationships with the school.

This collaboration between the college, the high school, and Minnesota Campus Compact has resulted in increased school attendance, reduced learning problems, increased self-worth, and identified personal mission statements.

Lamar University

William R. Johnson, President

Community Outreach Program

The Community Outreach Program at Lamar University seeks to promote the economic self-sufficiency of the 500 residents of Washington Apartment-Homes and the 10,000 residents of the West Oakland/Pear Orchard neighborhood. A full-time university program manager, housed at the apartment complex, coordinates a university-established learning center that provides programs and services for residents and notifies residents of educational and social service programs outside of the center. The outreach program assisted in the formation of a residents association and provides leadership and training for association members. Other services provided by the center include a computerized database of job training and employment resources, a parenting skills program, a conflict resolution program, health programs, literacy and tutorial services, and counseling for first-time homebuyers. Recreational programs provided with the assistance of a HUD grant are coordinated by residents at the center. The Community Outreach Program is funded through Lamar University, but community-based businesses and the local independent school district provide additional funds and in-kind services to the center.

Lawrence University

Richard Warch, President

Enriched Instrumental Instruction for Hmong Students

To address the isolation and cultural separateness that prevails among Hmong students, Lawrence University Arts Academy sponsors a musical program for 120 students in grades 6–12 in the Appleton, Wisconsin, school district. The program offers summer band instruction, private music lessons, and mentoring from Lawrence University Conservatory of Music students. During the summer program, participants receive an introduction to band and intensive instruction on their instruments, use of their instruments, and instrument maintenance. Throughout the academic year, a band director serves as liaison between the Hmong families and school band directors to assure placement and scheduling and to facilitate the students' smooth transition to their school programs. Private lessons and mentoring are arranged through the Lawrence Arts Academy and the Lawrence Conservatory of Music. Additional program activities include an outdoor band concert and potluck suppers.

The program is the result of a collaboration between the university, local businesses, the Community Foundation, local charitable organizations, the Arts Alliance, and the Appleton Area School District.

Lenoir Community College

Lonnie H. Blizzard, President

Counseling Storm Victims

In 1996, hurricanes Fran and Bertha wrecked much of eastern North Carolina, straining emergency services and recovery efforts to the limit. In response, Lenoir Community College worked with two partners to help local social service agencies respond to the increased need for their services. The North Carolina Department of Human Resources, the Lenoir County Mental Health and Developmental Disabilities Center, and the college proposed sending crisis/referral teams to the affected area. These teams would work through area mental health centers.

The college sent teams of second-year mental health and social work students to canvass areas that were hardest hit by storm damage. These teams worked in concert with local agencies to counsel storm victims, provide appropriate referrals, and participate in rebuilding activities. In return for the help they offered local agencies, students received valuable field experience and touched the lives of many people.

Marymount Manhattan College

Regina S. Peruggi, President

College Readiness Alliance

The College Readiness Alliance is a partnership between Marymount Manhattan College and the Settlement College Readiness Program, an affiliate of the community-based Union Settlement Association. The program provides services to minority and economically disadvantaged high school students in the East Harlem area to help them prepare for college; it emphasizes science, mathematics, and technology. Since its inception 10 years ago, the program has received funding from the college, Settlement College Readiness, the New York State Science and Technology Entry Program, Citibank, the Pfizer Corporation, the Sandoz Foundation, the Bay Foundation, and the Consortia for the Advancement of Private Higher Education, among others.

Marymount Manhattan and Settlement College Readiness pool their resources to provide services to 40–50 students a year. During the academic year, students visit various college campuses, attend college fairs, receive intensive one-on-one admissions and financial aid counseling, take preparatory courses for the SAT, and sometimes enroll in subject enrichment classes in mathematics or science.

During the summer, 30 students from the program's target population participate in a 6-week program at Marymount Manhattan College, taking morning classes in science and mathematics to develop and enhance the skills necessary to succeed in college. On Fridays, they go on field trips to various science and technology facilities such as the Hall of Science and hospital operating room theaters. In the afternoons, students work in paid internships related to science, mathematics, or technology. Students have held internships in facilities such as the occupational therapy unit at St. Luke's Roosevelt Island, a water pollution monitoring facility on the East River, and the New York Aquarium. A director of internships visits the internship sites and runs weekly job skills seminars for the students. Typically, 60–75 percent of program graduates enroll in 2-year or 4-year colleges.

Mercer University

R. Kirby Godsey, President

Program in Leadership and Community Service

The Program in Leadership and Community Service at Mercer University is an interdisciplinary service-learning program that provides inclusive childcare to disadvantaged children in Macon/Bibb County, Georgia. The program provides community services such as the restoration of the First Street Arts Center in Macon, the development of the Georgia Children's Museum, and the establishment of a private nonprofit corporation to manage these services. In services for children, the program has created two licensed childcare programs and developed a curriculum to assist children, especially those with disabilities, with school readiness and/or performance issues. Since its inception in 1990, more than 5,000 children, families, and students have been served by the program's preschool, afterschool, and summer camp activities.

Mercer University works in collaboration with the Mid State Children's Challenge Projects, Inc.; the City of Macon; the Central Georgia Center for Independence; Disability Connections, Inc.; and the Georgia Commission for National and Community Service: AmeriCorps.

Monroe Community College

Peter A. Spina, President

FIGHT Village Computer Training

Residents of FIGHT Village, a public housing complex in Rochester, New York, are learning new computer skills to prepare for employment. In 1998, Monroe Community College provided computer training to 28 residents of this HUD-subsidized housing complex. With little knowledge of computers because of lack of funds or lack of access to computer equipment, participants chose between a 10-session course titled "Introduction to Computers" or a 15-session course titled "Introduction to Word." Two of the residents enrolled in courses at the community college after completing the introductory courses.

The computer training was a team effort, using college staff and volunteers and equipment donated by area businesses. The college is seeking additional funding to continue computer training for residents of FIGHT Village and other housing developments.

Rochester Public Safety Aides

Monroe Community College

Peter A. Spina, President

More police officers are patrolling the streets and responding to criminal complaints in Rochester, New York, thanks to a partnership between Monroe Community College and the Rochester Police Department. The police department hires criminal justice students from the college as paid public safety aides. After special training at the college and the police department, the students act as customer service agents for the police, answering nonemergency calls and writing reports. The aides gain valuable work experience, and uniformed police officers are freed up for more critical police work.

Using public safety aides is part of the police department's plan to reduce crime by 20 percent without significant hiring. The department plans to hire more than 40 aides, who will also write parking tickets, order the towing of illegally parked cars, and assist in police investigations.

Work & Learn Center

Monroe Community College

Peter A. Spina, President

The Work & Learn Center is a comprehensive welfare-to-work program, providing assessment, education, training, counseling, job placement, and other supportive services to public assistance recipients to help them obtain employment and gain economic independence. The program represents a partnership between Monroe Community College and the Monroe County Department of Social Services.

With the help of center staff, clients form an employment development plan to guide them toward the ultimate goal of paid unsubsidized employment and independence from temporary assistance. In cooperation with employers and placement organizations, Monroe Community College staff provide services such as access to high school equivalency programs, short-term job skills training, job-readiness training, occupational education, job placement, and postplacement seminars. The county funds this program.

Montclair State Univertsity

Gregory L. Waters, President

Computer Recycling Project

Business students from Montclair State University in Upper Montclair, New Jersey, provide computer training and used computers to low-income families through the Computer Recycling Project. The project is a partnership between the university, the United Way of North Essex, and the Hollow Daycare Center, an afterschool program for children from low- and moderate-income families. Through the program, Montclair students rebuild the computers that local businesses donate to the United Way. The computers are loaded with educational software appropriate for children at the Hollow Daycare Center and then are used at the center to train teachers, children, and caregivers. When the children and caregivers are proficient at using the computers, the Montclair students move the machines to the families' homes. The Corporation for Public Service and Learn & Serve America are helping to fund this ongoing program.

Montserrat College of Art

John W. Raimo, President

Art Instruction for Children

Montserrat College is collaborating with local agencies to help troubled young people use art expression to cope with the world around them. The college's Young Artists and Art Education programs work with agencies that receive funds from the Massachusetts Departments of Social Services and Mental Health. For example, Montserrat students teach safe self-expression through art to young people living in group homes and foster care. Students also work with the state-funded "Express Yourself" program, which gives young people opportunities to develop self-esteem and express themselves through art and music. These collaborations offer Montserrat art students the opportunity to learn new skills and develop a deeper understanding of at-risk young people.

Mount St. Mary's College, Los Angeles

Karen M. Kennelly, President

Student Ambassador Program

The Student Ambassador Program is a collaboration between Mount St. Mary's College and Los Angeles area high schools, funded by corporate and foundation grants. Since 1990, student ambassadors from the college have visited their own or other inner-city high schools to speak to younger students about attending college.

The program has two objectives: to help high school counselors advise and motivate their students to attend college and to help Mount St. Mary's students strengthen their own communication skills, leadership abilities, and self-confidence. Student ambassadors provide information about colleges, applications, and financial aid forms and discuss opportunities for higher education with the younger students. The ambassadors also provide tours of Mount St. Mary's two campuses. In addition, the ambassadors have developed a peer mentoring program at four Los Angeles high schools, training high school students to become mentors to encourage their peers to prepare for a college education. Students selected as ambassadors receive a stipend of $800 per semester. In 1998–99, 40 students from the college visited 35–40 sites, including Mar Vista Gardens, a housing project in West Los Angeles.

Annual funding of this program comes from the Whitecap Foundation and Johnson & Johnson. One-time donors include the Consortium for the Advancement of Private Higher Education, ARCO, State Farm, Macy's West, the Sidney Stern Foundation, Pillsbury, the California Community Foundation, Pacific Telesis, and Minnesota Mining and Manufacturing.

Action-WISE Program for Encouraging Women and Girls in Science, Engineering, and Mathematics

Muskingum Area Technical College

Lynn H. Willett, President

Young girls and women are learning more about the opportunities in science, engineering, and mathematics with the help of a partnership between Muskingum Area Technical College; the Zanesville, Ohio, City School District; Muskingum College; and the Wilds, a local wildlife study center. The Action-WISE (Women in Science and Engineering) program introduces female students in grades 6–12 to professional female role models in the field of science, stimulates and encourages student interest in science-related activities, and develops confidence in their math and science abilities. The year-round project also includes a summer residential science camp. The science, math, and computer laboratories at both colleges and the diverse habitats found at the wildlife center provide students with exceptional opportunities for scientific exploration. The program creates and sustains interest in science, math, and engineering among young women in an urban school district.

Ohio Works First Workforce Development Program

Muskingum Area Technical College

Lynn H. Willett, President

Muskingum Area Technical College provides a workforce development program for Ohio Works First clients in partnership with the Department of Human Services in Guernsey County, Ohio. The program focuses on helping needy families move to economic self-sufficiency through engagement in employability and life skills development activities. Through their active involvement in the workforce development program, participants develop planning, problem-solving, and organizational skills. Instructors help participants identify work skills obtained in traditional and nontraditional work experiences and develop a personal career profile of transferable job-related skills. The program presents participants with the tools to assist them in finding and keeping fulltime or parttime employment, preferably with organizations that provide health and retirement benefits, opportunities for career advancement, and increased earnings potential. In addition, participants learn about educational opportunities and services available at the college, including admission procedures, financial assistance programs, academic support services, and career counseling and placement services.

National Institute of Technology

John Pullen, President

GED Tutoring Program

The National Institute of Technology in San Antonio, Texas, established the GED Preparation Tutoring Program to assist local residents who do not have a high school diploma to pass the GED high school equivalency exam. Participants receive tutoring from college instructors and work-study students in all subjects covered on the exam and have access to learning materials provided by the college library. The National Institute of Technology also donates class space for the program and places ads in the local newspaper for periodic publicity. Tutoring is available four days a week for up to two hours a day. In 1998, some 200 students received tutoring through the program.

New Jersey City University

Carlos Hernandez, President

Proyecto Access

In partnership with the Hispanic Association of Colleges and Universities (HACU) and the Bayonne, Jersey City, and West New York school districts, New Jersey City University holds an 8-week academic enrichment program in mathematics, computer sciences, and engineering called Proyecto Access. The program identifies academically talented middle and high school students who have the potential to become scientists or engineers. Achieving women, minorities, and low-income students are encouraged to participate in the program to reinforce their interest in college-level education in science, engineering, technology, and other mathematics-based majors. The program, which includes course work, team projects, class presentations, career awareness speakers, field trips, and special events, emphasizes the development of abstract reasoning and problem-solving skills. University and high school faculty teach courses over three summers. Proyecto Access started in 1997 in seven states; in 1999, nine colleges and universities nationwide plan to implement the program. A National Aeronautics and Space Administration (NASA) grant funds Proyecto Access. Participating schools provide transportation, reproduction of teaching materials, calculators, and facilities for special events. In the summer of 1999, the program will begin offering stipends (summer youth programs) and free lunches (summer food program).

Community-Based Design Projects

New York City Technical College (CUNY)

Emilie Cozzi, President

Design students at New York City Technical College get involved in their local community by working on public service and community-based design projects. The projects give nonprofit organizations access to low-cost graphic design while enabling students to engage in real-world projects, make proposals to clients, and learn to work in teams.

Since the program began 10 years ago, students in the Department of Advertising Design and Graphic Arts have produced design materials for many local agencies. They developed multilingual patient education literature for Bellevue Hospital Center and an antipickpocket poster for the New York City Police Department. More recently, students have created Web sites for the Brooklyn Philharmonic Orchestra, the Brooklyn Society for the Prevention of Cruelty to Children, and the National Aeronautics and Space Administration. Other projects include posters for Elmhurst General Hospital, the New York City Council, and the Borough of Queens. A new course, slated to begin in fall 1999, will allow teams of students to design and produce advertising campaigns for a wide range of nonprofit community-based organizations. The college is a division of the City University of New York (CUNY).

Fire and Burn Safety for Preschool Children

New York City Technical College (CUNY)

Emilie Cozzi, President

Through a partnership between New York City Technical College and the American Red Cross, nursing students teach preschoolers the basics of fire and burn safety. Third-year nursing students attend classes at the Brooklyn Chapter of the American Red Cross of Greater New York. After completing the 4-hour training, the students present fire safety information to children at local childcare centers. During one semester, students presented lifesaving information to more than 100 children.

Between 10 and 30 nursing students attend the Red Cross training each academic year and make presentations to children in the local community. The program gives students the opportunity to gain pediatric teaching experience and provide health promotion in a community setting. New York City Technical College is a division of the City University of New York (CUNY).

Gifts for Special Children Project

New York City Technical College (CUNY)

Emilie Cozzi, President

To promote community involvement, the Department of Hospitality Management at New York City's Technical College/ City University of New York (CUNY) sponsors the Gifts for Special Children Project. This program provides practical assistance, love, and hope to thousands of special children living with HIV/AIDS who live in hospitals, homes, and Hale House in New York City. The project provides assistance in the form of outfitting hospitals with needed equipment such as highchairs, swings, and strollers. Donations of arts, crafts, computer games, videos, and books are used in physician waiting rooms. Other activities include distributing stuffed animals to children with HIV/AIDS to welcome spring, organizing special events for the children, establishing 11 children's libraries in hospital child-life centers and clinics, and organizing a speakers bureau for sharing information about caring for children and families living with HIV/AIDS.

New York City Technical College (CUNY)

Emilie Cozzi, President

MADE-IT

Mothers and daughters in New York are teaming up to develop their own businesses with the help of the New York City Technical College program called MADE-IT. Funded by the Kauffman Center for Entrepreneurial Leadership, this program provides mother-daughter teams with entrepreneurial knowledge and skills to identify viable business opportunities and develop their own successful business ventures.

Teams are recruited through local schools and community organizations in underserved areas of New York City. The mothers and daughters receive extensive training in marketing, negotiation strategies, relationship building, sources of capital, and legal issues at a summer retreat; they benefit from business assistance from the Women's Venture Fund, the Women's Business Network Initiative, the Small Business Administration, and the Brooklyn Business Library. Participating teams have been successful in developing businesses and have attracted support for the program from local financial institutions and business associations. Profits from each team's business are used to build the business and to underwrite the daughter's college education.

New York City Technical College (CUNY)

Emilie Cozzi, President

NYC Housing Anti-Abandonment Training

New York City's Division of Housing Preservation and Development (HPD) and New York City Technical College are working to reduce the number of abandoned housing units in the city. To accomplish this goal, HPD and the college developed a class to improve the management skills of owners and managers of small buildings throughout New York. In the anti-abandonment training, landlords are provided overviews of topics such as housing court, heating systems, loan programs, recordkeeping, and tenant education, plus other topics that will help improve the financial success of each building. Quality-of-life issues such as pest control, crime, and safety also are covered as a part of New York City's Safe-at-Home initiative. During and after the training, participants can access the combined expertise and resources of New York City's Housing Preservation and Development education unit and the college's Apartment Housing Institute and Business and Industry Training Center. Those people completing the HPD training program can gain exemptions from processing fees associated with code violations.

Funded by the City of New York, the training program is expected to reach some 1,000 owners and operators of buildings annually, and is seen as a critical component of the redevelopment of the city's housing.

New York City Technical College (CUNY)

Emilie Cozzi, President

Tech Prep

New York City Technical College, a division of the City University of New York (CUNY), works with local high school teachers to identify students who will participate in Tech Prep. More than 1,000 students at 9 New York City high schools are preparing for technical careers through a special program sponsored by New York City Technical College. These students begin taking special classes at their high schools in grades 11 and 12. After they graduate, Tech Prep students attend New York City Technical College, where they take common core courses, participate in study groups and clubs, receive tutoring, and have mentors. Each year, approximately 300 Tech Prep students work in jobs that relate to their academic disciplines.

The Tech Prep program began in 1991. College staff members work with each high school to develop a Tech Prep model that fits the needs and interests of that school's students and staff. Each model emphasizes applied and interdisciplinary learning methodologies; prepares students for careers in engineering, business, and health sciences; and feeds directly into the college's degree programs.

Norfolk State University

Marie V. McDemmond, President

Childcare Training Program

Former welfare recipients are now holding down permanent jobs, thanks to the Childcare Training Program sponsored by Norfolk State University and the Virginia Department of Social Services. This program has helped move 80 residents of Hampton Roads from welfare to paying jobs as childcare workers. During the intensive 12-week training program, participants attend daily classes in child development and related issues, receive instruction on starting a family daycare business, and work in daycare settings. Women in the program have mentors and receive free childcare and transportation.

Additional program partners include the social services divisions of Norfolk, Portsmouth, Virginia Beach, and Chesapeake, Virginia. The Norfolk Redevelopment and Housing Authority and local churches, civic organizations, and childcare centers also participate. Program faculty help the participating childcare centers improve the quality of their services by conducting staff development activities.

North Central Technical College

Ronald E. Abrams, President

Community Health Access Project

Physicians in Mansfield, Ohio, have teamed up with North Central Technical College to improve the health of pregnant women and young children in central-city neighborhoods. By training local residents as health advisors, the Community Health Access Program hopes to reduce the number of low-birthweight and premature babies in the inner city. Residents attend four weeks of intensive lecture/lab sessions and eight months of weekly lectures and practicum experiences conducted by the college. Once trained, health advisors make home visits to pregnant women, families with infants, and women at risk of unintended pregnancy. During the visit, clients receive basic social services, and the healthcare advisor completes a healthcare checklist. Physicians monitor the information gathered by the health advisors; clients who are facing problems beyond the scope of the program are referred to the appropriate social service or healthcare provider.

Northeastern Illinois University

Salme H. Steinberg, President

Bridges to Work Initiative

Northeastern Illinois University is collaborating with the Abraham Lincoln Center, a human services agency in Chicago, to help public assistance recipients achieve economic self-sufficiency. The Bridges to Work Initiative is a multifaceted support and training program designed to help participants become self-reliant, change their attitudes about work, and learn job skills. The initiative places participants in appropriate training and development programs and helps them find jobs that pay a fair wage.

Almost three-quarters of Bridges to Work participants have found jobs through the program; 93 percent of those employed have held their jobs for 90 days or more. Many people work at hourly rates above the minimum wage, and several receive $27 per hour. Four participants are students at Northeastern Illinois University; one works at the university. The Bridges to Work Initiative receives funds from the university, the center, corporate alliances, and the Illinois Department of Human Services.

Northeastern Illinois University

Salme H. Steinberg, President

El Centro de Recursos Educativos

El Centro de Recursos Educativos is Northeastern Illinois University's education and outreach center for Chicago's Hispanic-American community. The center provides educational opportunities for residents of the West Town, Humboldt Park, and Logan Square neighborhoods. Local students can attend introductory university-level courses at the center before continuing their education at the university's main campus. Bilingual classes fulfill the university's General Education Program requirement. El Centro also provides admission, registration, academic advisement, and other student services.

To relieve the shortage of bilingual teachers in Chicago, El Centro also offers classes for those interested in earning a master's degree in bilingual/bicultural education. Local residents who successfully complete the classes can earn certification as professional bilingual/bicultural teachers. This program gives many practicing bilingual teachers the opportunity to earn permanent certification. Most have transitional bilingual certificates that allow them to teach for only six years.

Northeastern University

Richard M. Freeland, President

Davenport Commons

Northeastern University in Boston is collaborating with three local organizations to provide housing for nearly 600 college students and 60 area families. Davenport Commons, in the city's Lower Roxbury neighborhood, is a joint project of the university, Madison Park Community Development Corporation, Trinity Financial, and Housing Investment, Inc. The 200-unit housing complex will contain 120 student rental units, 4,000 square feet of retail space, and 60 affordable townhouses for low- and moderate-income first-time homebuyers. Market rents on the student apartments will subsidize construction of the affordable units.

Through the partnership, the university hopes to improve the quality of the Lower Roxbury neighborhood. Davenport Commons will draw university students out of the housing market, making room for other individuals who need rental housing and cannot find it in Boston's tight market. The university also hopes to increase the local tax base and help stabilize the community by offering local families the opportunity to own their own homes. Lower Roxbury, one of the three Boston neighborhoods that border Northeastern University, has the city's lowest rate of homeownership, just 5 percent. The median annual family income is about $17,000.

Nova Southeastern University

Ray Ferrero, Jr., President

Geriatric Institute

The Geriatric Institute at Nova Southeastern University is helping older adults with psychiatric illnesses reintegrate into the community. Part of the Community Mental Health Center, the institute includes a 62-bed residential unit and 2-day treatment programs for adults aged 55 and older who have psychiatric illnesses. Frequently, older adults with such illnesses face challenges that impede them from independent living. Many lack coping skills as well as support systems; many older adults with psychiatric illnesses are afraid and anxious, and some are homeless.

The Geriatric Institute focuses on this population, teaching skills to prepare these consumers to reintegrate into the community and enhancing their chances for independent living. Treatment plans include individual and group therapy, assertiveness training, household structure and management, social skills, money management, nutrition balancing, and medication management. Most clients are from lower socioeconomic backgrounds, and some have been homeless. The Geriatric Institute provides temporary housing for such individuals, regardless of economic status. Community partners and funding sources for the institute include the Florida Department of Children and Families and the Broward County Human Services Division.

Ohio State University, Lima

Violet I. Meek, Dean/Director

Building a Community of Learners Program

Building a Community of Learners enables Head Start parents and teen parents in Lima High School's Graduation Reality and Dual Skills (GRADS) program to become actively involved in work experiences, career exploration, and activities leading to employment opportunities. The program addressed a gap in the local school-to-work initiative: out-of-school youth and teen parents. The goal of Building a Community of Learners is for both the Head Start parents and the teen parents to increase their knowledge of careers and to hone their employable skills.

The university provides staff, a location for the program, and two graduate assistants. The GRADS program is a partner in the planning committee, and GRADS students are the participants. Other community partners include the Lima/Allen Community Action Council (Head Start), Job Training Partnership Act, Ford Training Center, Allen County Department of Human Services, and The American House community group.

Ohio State University, Lima

Violet I. Meek, Dean/Director

School-to-Work Opportunities for Young Offenders

In collaboration with the community, and with funds from a School-to-Work grant, Ohio State University, Lima provides school-based and work-based activities to young offenders through the Reaching Out program. University staff manage the project and work closely with a steering committee composed of representatives from partner agencies, which include Lima City Schools, Allen County Juvenile Court, the Job Training Partnership (JTPA), Junior Achievement, and the Allen County Bar Association.

Reaching Out allows juvenile court youth to participate in activities that build teamwork, leadership skills, and career awareness. Activities are designed to encourage youth to stay in school, explore careers, and enhance the probability of decreasing future delinquent activity. All youth participate in the Economics of Staying in School, a Junior Achievement program that demonstrates the relationship between staying in school and future economic power. Electives include job shadowing, the JTPA summer youth employment program, a national issues forum, and career exploration days at the campus.

Palm Beach Atlantic College

Paul R. Corts, President

Academic Achievement Program

The declining academic performance in Palm Beach County, Florida, spurred the formation of the Annenberg Bridge Collaborative. With financial support from the Annenberg Foundation, this community partnership is improving the achievement of local elementary and middle school students by revamping curriculums and helping students successfully move between grade levels. The collaborative, which includes Palm Beach Atlantic College, the Palm Beach County Healthcare District, Motorola, the Manufacturing Technology Center of IBM Boca Raton, BellSouth, and local elementary schools and middle schools, performed an educational needs assessment to determine how to improve student performance. In response to the study's findings, new programs have been implemented and include kindergarten readiness seminars, prekindergarten outreach programs, parenting assistance classes, afterschool tutoring programs, middle school and elementary mentoring programs, and a community health fair. Palm Beach Atlantic faculty and students also work with school guidance counselors to prepare children for the transition from childcare to elementary school and from elementary school to middle school. Improvements in student achievements already have been seen as a result of the Annenberg Bridge Collaborative.

Palm Beach Atlantic College

Paul R. Corts, President

Arts Integration

The arts have been effective tools in motivating children to learn. As a result, two departments at Palm Beach Atlantic College are working with elementary school teachers to integrate arts into the classroom. The college's School of Music and Fine Arts and School of Education and Behavioral Sciences host workshops and seminars on methods to integrate fine arts into classroom curriculums. Teachers also can attend summer classes for college credit. Each year the program focuses on a different aspect of the arts, such as music, theater, or graphic arts. Along with organizing and leading the seminars, faculty at Palm Beach Atlantic assist the teachers in curriculum planning.

Palm Beach Atlantic College

Paul R. Corts,
President

Distance-Learning Collaboration

There is a growing need for doctors in rural Palm Beach County, Florida. Services to patients in the county's rural areas often are interrupted when doctors close down their practices to attend continuing education and clinical training programs. To overcome this problem, Palm Beach Atlantic College teamed up with community organizations to establish distance learning for medical professionals. State-of-the-art distance-learning studios at Palm Beach Atlantic College's campus and a rural facility provide rural healthcare practitioners a means to communicate with other healthcare professionals. They also can participate in healthcare seminars and training sessions via the technology. Sessions can be live and interactive and occur in group settings, or sessions can be delivered to computers at the healthcare practitioners' homes or offices. The new distance-learning program is made possible by a grant from the Quantum Foundation and partnerships with the Palm Beach County Healthcare District, Lake Okeechobee Rural Health Network, Area Health Education Coalition, and the School District of Palm Beach County.

Palomar College

George R. Boggs,
President

High School to High Tech

Math and science teachers in San Diego got a chance to showcase their programs and win $5,000 during a "High School to High Tech" competition held in October 1998. Palomar College collaborated with the Poway United School District, the North County Economic Development Corporation, and six high-tech firms to sponsor the competition. The event attempted to shed light on severe talent shortages in technology industries and the negative economic impact these shortages could have on the region. Competition sponsors want to encourage local high schools to design math and science programs that motivate students to seek careers in these industries. Business partners included QUALCOM, SONY, TRW, Smith-Nephew, Lockheed-Martin, and Legoland.

Math and science teachers from area high schools submitted one-page abstracts describing their programs. Four finalists received $5,000 each and had the opportunity to describe their programs to an audience of 200 individuals, including Congressman Duke Cunningham, superintendents, principals, teachers, students, parents, and industry leaders. QUALCOM expanded the competition to include four regional contests and a countywide competition in April 1999.

Park College

Donald J. Breckon, President

Park Hill School District Partnership

The partnership between Park College and the Park Hill School District goes beyond the traditional placement of student teachers in local schools. The two educational organizations have collaborated on a variety of educational and extracurricular activities that benefit both. For example, the college provides space for a childcare center and gifted student program sponsored by the school district. The two organizations worked together to develop the college's master's program in education. They also are collaborating on a professional development program for public school personnel. Park College funds and helps to staff a pilot "recovery room" for disruptive elementary school students. Joint funding built a 1,500-seat soccer stadium used by high school and college teams. Finally, the two institutions have sponsored joint social and fundraising events, including a homecoming parade, a community Christmas celebration, and a campaign to raise scholarship funds for college-bound Park Hill School District students.

Pellissippi State Technical Community College

Allen G. Edwards, President

Small Business Development Center

Working in conjunction with the Knoxville Area Chamber Partnership, Pellissippi State Technical Community College offers a Small Business Development Center to provide a variety of services to owners and potential owners of small businesses throughout the community. Located in downtown Knoxville, the Center provides information, education, and consultation services to small business owners and potential owners through workshops, seminars, and conferences. It also links small businesses to investment capital, financing sources, private consultants, and other successful business people.

The Knoxville Area Chamber Partnership combines the resources of the Chamber of Commerce, the Development Corporation of Knox County, the Knox County Tourist Commission, the Central Business Improvement District, Pellissippi State's Small Business Development Center, and the U.S. Department of Commerce Export Assistance Center. It uses the Center as its small business training and education arm and its first resource stop for entrepreneurs in the area. Funding for these varied activities comes from the college, the U.S. Small Business Administration, and in-kind donations from the Knoxville Area Chamber Partnership.

Portland Community College

Daniel F. Moriarty, President

Small Business Goals Program

The Small Business Goals Program at Portland Community College provides assistance, training, and loans to residents of public housing who want to own or expand their own businesses. The program is a partnership between the college's Small Business Development Center, the Housing Authority of Portland, and Albina Community Bank.

Housing authority staff members recruit and interview program participants. Faculty members at the college's business center provide training through an 8-week small business discovery program. The course offers business-development skills and gives participants the resources they need to operate a successful small business. Enrollees can use the center's library for research and call on center staff for advice.

After completing the course, individuals who have a solid business plan can apply to the Albina Community Bank for a loan of up to $1,500 to cover startup activities. Participants also may qualify for an additional stipend to pay for child care and transportation during the challenging startup period. The housing authority and the center fund the Small Business Goals Program. A newly constructed facility, built with HUD funds, houses the program.

Portland Community College

Daniel F. Moriarty, President

Women's Folk Art Cooperative

The Small Business Development Center at Portland Community College and Centro Cultural are helping Hispanic residents of Washington County, Oregon, learn to make and market traditional arts and crafts. Through the Women's Folk Art Cooperative, the two organizations teach artisans and potential artisans how to cultivate the talent and leadership skills they will need to start their own businesses. The cooperative provides an outlet for traditional arts and crafts of Mexico and Central America, offers hands-on training in the arts and crafts, and teaches small business management.

As part of this effort, the college's Small Business Development Center sponsors two seminars for Hispanic clients interested in learning more about starting or expanding their own businesses. Participants can attend Spanish or English versions of the seminars titled "Business Basics" and "Starting Your Own Business." Seminars are held at Centro Cultural, a community-based organization in rural Cornelius, Oregon, where Hispanics gather to discuss and seek solutions to common concerns. The Small Business Development Center and Centro Cultural fund the program.

Prairie State College

T. Lightfield, President

Opportunity to Succeed

Prairie State College is working with state and local groups to help 14 mothers make the transition from welfare to work. The college's Opportunity to Succeed project provides computer training and helps the women earn their high school diplomas. The program won two statewide awards.

Opportunity to Succeed takes a holistic approach to helping mothers get off the welfare rolls. The training program meets at a local daycare center and provides child care and parent/child educational activities. Each student receives a transportation stipend and two business outfits to help her with the job search. Two 8-week training modules offer classes in computer keyboarding, career discovery, word processing, office procedures, and parenting skills. During the second module, students receive on-the-job training at the offices of three local employers.

Most program funds come from the Illinois Community College Board, the Opportunities program, and the Illinois State Board of Education. Prairie State College provides the program's computers.

Purdue University

Steven C. Beering, President

The Engineering Projects in Community Service (EPICS) Program

The Engineering Projects in Community Service (EPICS) Program at Purdue teams engineering undergraduates with local community service agencies. These partnerships provide innovative technical assistance that improves the delivery, coordination, and accounting of agency services. Current projects include the design and development of energy-efficient housing, database and management systems, educational software, interactive information kiosks, accessibility systems, tools and toys for those with special needs, and interactive multimedia historical information systems. Among the partner agencies are Habitat for Humanity, the Tippecanoe County Homeless Prevention Network, the Indiana Division of Families and Children, Imagination Station, Klondike and Happy Hollows Elementary Schools, Lafayette Crisis Center, the M.D. Steer Audiology and Speech-Language Clinic at Purdue, the Tippecanoe County Historical Association, the Lafayette Adult Reading Academy, and the Children's Clinic at Wabash Center. In many cases, these agencies cannot afford the technical assistance they need to achieve their goals without the help of the EPICS Program. The partnerships also provide the engineering students with a real-world, hands-on educational experience in the design, development, deployment, and support of sophisticated systems, while increasing their awareness of the community, its needs, and the role engineering can play.

Quinsigamond Community College

Sandra Kurtinitis, President

Education and Job Fair

Community organizations in Worcester, Massachusetts, worked together last summer to give local residents the information they need to continue their education or find meaningful employment. The Piedmont Collaborative Education and Job Fair provided information for residents, high school students, and individuals attending General Educational Development and Adult Basic Education classes at Quinsigamond Community College. Partners in the event included the college's Education Center, Worcester School Department, Worcester Family Ties, Worcester Community Action Council, Friendly House, Piedmont Crime Prevention Team, and Worcester Voke-Adult Retraining Program.

Quinsigamond Community College

Sandra Kurtinitis, President

Hispanics Achieving and Celebrating Excellence

Quinsigamond Community College and the Worcester Public Schools are working together to recognize the achievements of Hispanic young people who live in Worcester, Massachusetts. Through Hispanics Achieving and Celebrating Excellence, the schools sponsor an annual dinner to congratulate young people who have excelled in academics, the arts, athletics, community service, and leadership. Area businesses, agencies, and institutions make financial contributions to support the project.

Rosemont College

Margaret Healy,
President

Summer Success

Summer Success is a three-year college preparation program that helps minority Philadelphia high school girls prepare for the world of work by earning a liberal arts college degree. The program is a collaborative venture between Rosemont College and the Philadelphia School District's Office of Education for Employment. Counselors from four high schools work with Rosemont staff to choose 30 program participants each year.

Summer Success combines a three-week residential stay at Rosemont with a year-long tutoring program. During the residential program, students follow a college-like daily schedule of classes that focus on building their skills in English, mathematics, Spanish, and computers. Students also take classes to help prepare them for the Scholastic Aptitude Test. Philadelphia public high school teachers and Rosemont faculty members teach the classes; Rosemont students provide tutoring and counseling services. Throughout the school year, students from Rosemont, Bryn Mawr College, and Villanova University tutor Summer Success students. In addition, the high school students come to campus in small groups for special academic weekends designed to help them prepare long-term projects. Rosemont College provides financial aid to Summer Success alumni who enter Rosemont through the regular admissions program.

Rowan University

Donald Farish,
President

Creating Higher Aspirations and Motivation Program

The Creating Higher Aspirations and Motivation Program (C.H.A.M.P.) helps two hundred 7th- through 12th-grade students in Camden City, New Jersey who show academic potential but with test scores short of college admission standards.

Conducted by Rowan University in Glassboro, New Jersey, the program includes a 6-week summer program; two days a week are spent overnight in the New Jersey Pine Barrens, and three days a week are spent in classes at Rowan University's Camden campus. C.H.A.M.P. also provides a full-year academic program, including SAT classes, tutoring, mentoring, and trips to New Jersey colleges and universities. Support services include individual and group counseling, mentoring by college students from Camden, tutoring, career and financial aid orientation, and other activities designed to ensure success in school and preparation for college.

Program goals include increasing student academic success in junior and senior high school; increasing student knowledge of, and interest in, environmental studies and other sciences; and improving student self-image, confidence, and survival skills by providing an experiential summer program and support activities throughout the academic year, including mentoring, tutoring, and counseling in and out of school. C.H.A.M.P. is funded by Rowan University, the Camden School District, the New Jersey Commission on Higher Education, Campbell Soup Co., and the Camden City Empowerment Zone.

Rowan University

Donald Farish, President

Urban and Public Policy Institute

Through its Urban and Public Policy Institute, Rowan University in Glassboro, New Jersey, helps government, civic, and community organizations address complex issues. Together, the partners seek to facilitate and implement solutions to the challenges that face communities in the region today, particularly in urban areas such as the City of Camden. The Institute provides technical assistance to government agencies, municipalities, quasi-government agencies, and nonprofit organizations. By facilitating partnerships among these various segments, the Institute creates an environment in which each member becomes a stakeholder in proposed solutions. The Urban and Public Policy Institute works with the community through advising community-based projects and supplying research, technical assistance, intern support, publications, and training workshops. Funding for the Institute comes from the Delaware River Port Authority, the Fund for New Jersey, the State of New Jersey, Rowan University, municipalities, and businesses.

Russell Sage College

Jeanne K. Neff, President

Neighbor to Neighbor Program

To increase the educational opportunities for local youth and adults, Russell Sage College sponsors the Neighbor to Neighbor Program, providing tutoring and mentoring for disadvantaged residents at the Taylor Apartments public housing complex in Troy, New York.

Located within the public housing complex, the program offers a wide range of services, including computer basics, English as a second language, a wellness program for parents and children, a friends program for teenagers, "Work Wise" to help residents obtain jobs, and a Hispanic outreach program. Students from the college, which is a private institution for women, are paired with residents and volunteer to assist at least one hour per week throughout the school semester. The program is the result of a collaboration between the college, HUD, the New York State legislature, WGY Radio, Holding Our Own, and private donations.

Rutgers, State University of New Jersey, Newark

Norman Samuels, Provost/Dean

Consortium for Pre-College Education in Greater Newark

The Consortium for Pre-College Education in Greater Newark is preparing high school students to enter college. The partnership, formed by Rutgers-Newark, the New Jersey Institute of Technology, the University of Medicine and Dentistry of New Jersey, and the Newark, Irvington, and East Orange public schools, encourages 11th and 12th grade public school students to take advantage of higher education. Two programs offered by Rutgers-Newark as part of the consortium help improve students' academic skills and prepare them for the college experience. Rutgers-Newark operates a 6-week summer program that brings 100 students to the campus for a series of classes, field trips, and counseling sessions. During the school year, the students participate in a followup program called the "Saturday Academy." This 18-week training program prepares the students to take the SAT and helps them complete their college applications.

Sage Junior College of Albany

Jeanne K. Neff, President

Reading Clinic at the ARK

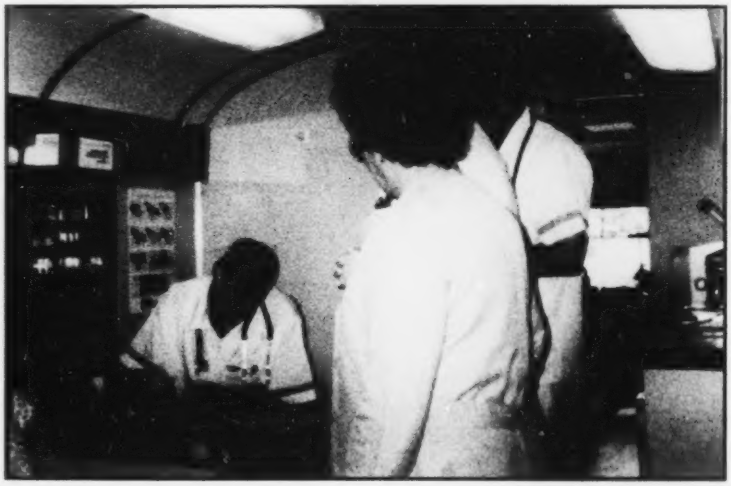
To help local youth reach for higher educational opportunities, the Sage Colleges promote the Reading Clinic at the ARK program, which offers tutoring for 30 at-risk children who live in the Taylor Apartments public housing complex in Troy, New York. In addition to the structured reading clinic, students from three academic institutions work with staff from the ARK after-school program to provide services such as computer training, tutoring, and social and personal skills development that highlights sharing, group interaction, and music and art lessons. Partners in this program include Hudson Valley Community College and Rensselaer Polytechnic Institute.

St. Mary's University of San Antonio

John Moder, SM, President

Learning and Leadership Center

St. Mary's University Learning and Leadership Center, which opened in January 1999, offers educational and training programs to Hispanic residents of the university's San Antonio, Texas, neighborhood. The center strives to give residents the tools they need to receive high school diplomas, find jobs, learn English, and work in the restaurant business. Many organizations collaborate with the university on center activities. The City of San Antonio provided funds to build the center. St. Mary's leases the land to the city for $1 and provides technical support and college work-study students to help staff members. University faculty members collaborate with teachers from the San Antonio Independent School District in teaching the classes. The San Antonio Restaurant Association, St. Phillip's College, and the Alamo Workforce Commission offer classes, on-the-job training, and support to individuals interested in working and advancing in the restaurant business. All center services are free because of in-kind donations from program partners.



Saint Peter's College

James N. Loughram, SJ, President

Area Improvement Program

Through an extensive collaborative effort, St. Peter's College offers an Area Improvement Program which is designed to upgrade the urban environment of the community surrounding its campus, and in particular, the commercial area of McGinley Square.

The program includes the construction of a 700-car parking facility, expansion and redevelopment of McGinley Square Park, streetscape improvements, facade restorations and signage improvements on commercial and retail buildings in McGinley Square, transformation of the National Guard Armory into classroom, office, athletic, and special events space, and zoning changes to accommodate the expansion needs.

Partners in this initiative include the City of Jersey City, the County of Hudson, the State of New Jersey, the Public Service Electric & Gas Company, and the McGinley Square Partnership.

St. Thomas University

Franklyn M. Casale, President

Golden Glades Coalition

As a way of uniting local education institutions, organizations and businesses in north-central Miami-Dade County, Florida, St. Thomas University coordinates the Golden Glades Coalition to support community development.

Since 1989, St. Thomas University has worked with Florida Memorial College, Golden Glades Elementary School, and the Palmetto Lakes Industrial Park to provide a variety of services that benefit the community. Among the activities that the Coalition has sponsored are conducting neighborhood surveys, offering community activities to honor Martin Luther King Jr., assisting neighborhood efforts to form community associations, organizing the Knowledge is Power Program which provides legal assistance, hosting the annual Christmas Angels projects which provides holiday gifts for local needy children, and sponsoring an annual Community Breakfast.

Coalition members are in the process of planning public awareness activities on domestic violence for neighborhood residents.

Saint Xavier University

Richard Yanikoski, President

School Prep Program

To encourage interest in higher education for disadvantaged Chicago youth, Saint Xavier University works with local schools to promote the School Prep Program, which provides skill-building activities in mathematics and language arts to students in grades 6 to 8. The summer program highlights academic activities that help students build the language arts and mathematics skills necessary to succeed in high school and beyond. In addition, an extracurricular component—Around the World in Metropolitan Chicago, which is based on Chicago's rich multicultural heritage—is included in the curriculum. For the rest of the academic year, university faculty and students provide tutoring and mentoring to students from Aldrige, Farren, and Terrill Elementary Schools in conjunction with afterschool programs sponsored by the Chicago public schools.

Salve Regina University

Therese Antone, RSM, President

Human Service Training

The Rhode Island Department of Human Services collaborates with Salve Regina University to train Family Independence Program beneficiaries as paraprofessional human service workers. Graduates of the EMPOWER program earn 12 college credits and receive the Rhode Island Family Development Credential. EMPOWER stands for Educating and Mentoring Paraprofessionals with Opportunities for Workforce Employment, Retraining, and Self-sufficiency.

Students in the program complete 120 hours of classroom instruction and skill-building exercises and pass a comprehensive final examination. They participate in an 800-hour supervised internship in a health or human service agency that does family development work. Finally, they assemble a portfolio showing how they applied the concepts they learned in class. Coursework covers topics such as family development, building mutually respectful family relationships, communicating with skill and heart, cultural competence, home visiting, and helping families find specialized services. Program participants receive assistance with child care and transportation.

Samford University

Thomas E. Corts, President

College Connections

Samford University is collaborating with the Jefferson County (Alabama) Housing Authority to offer College Connections. This program introduces adolescents who reside in public housing to college life so that they may begin working toward the goal of a college education, and it offers these adolescents a supportive network of peers with similar goals.

For the past two years, Samford University has organized and conducted this 22-day program for 15 underprivileged youth in the 8th through 11th grades. The students live in campus residence halls and participate in a variety of activities such as team-building activities on a challenge course, meals in the college cafeteria, personal goal setting, discussion of admissions and financial aid information, exploration of college major and career interests, a mock classroom experience with a college professor, and various social activities. The program has received funding from the Jefferson County Housing Authority as part of a Drug Elimination Grant.

Samford University students serve as mentors for the participants during their stay. The mentors, who attend the sessions and social events with participants, are encouraged to stay in touch with participants and provide support during the school year.

San Juan College

James C. Henderson, President

Community Partnerships

San Juan College has always collaborated with community businesses, human service agencies, government agencies, and other educational institutions. However, in 1996, the college decided to concentrate its outreach efforts by making a three-month commitment to one organization. The San Juan College Action Team coordinates the three-month projects, which involve students, faculty, staff, administrators, and the community. Since the community partnerships began, the college has initiated relationships with the Family Crisis Center, a shelter for victims of abusive relationships, and law enforcement agencies throughout San Juan County. The college's action team works with each organization to coordinate a variety of outreach activities. Usually, the team educates the college community about the organization, provides student volunteers, and raises funds for agency projects.

Santa Ana College

Edward Hernandez, Chancellor

Community Outreach Partnerships Center

To build community capacity among local neighborhoods, Santa Ana College sponsors the Community Outreach Partnership Centers, which targets leadership development, workforce preparation, childcare, and housing issues. Serving the Delhi community and Warwick Square neighborhoods, the center operates homework centers staffed by university students and resident volunteers to help elementary students improve their performance in school. In addition, a technology center is available to help students and residents improve their computer literacy. The initiative provides workforce preparation activities and childcare training to increase employment opportunities to local residents. Applied research is being undertaken to address housing issues in the neighborhoods. Among the partners in the center are the University of California at Irvine, the city of Santa Ana, the Santa Ana Unified School District, the Santa Ana Public Library, local businesses, and nonprofit organizations.

South Georgia College

Edward D. Jackson, Jr., President

Mobile Nursing Clinic

Since 1996, nursing students at South Georgia College have worked with local agencies to provide healthcare to 2,000 underserved clients in remote rural areas. The students, who are studying for their associates degrees, conduct basic health assessments for adults and children, perform minor procedures, and provide health information from the college's mobile medical clinic. The college also works with a local shelter to provide health services to women and children who are victims of domestic violence. In addition, nursing students collaborate with community agencies to provide cancer screening clinics.

The mobile health clinic operates in remote areas of rural southeast Georgia, where culturally diverse residents have limited access to transportation and community health services. Infant mortality and teen pregnancy rates in the area are among the highest in the nation. Funding for the mobile nursing clinic comes from the Board of Regents of the University System of Georgia, the college, and community agencies.

Southeastern Community College

Stephen C. Scott, President

Columbus County Public Works Improvements for Southeast Regional Park

In collaboration with local agencies and businesses, Southeastern Community College sponsors the Columbus County Public Works Improvements for Southeast Regional Park program to expand community development efforts and increase the community's industrial base.

The program includes a public works project designed to improve the sanitary sewer system, expand natural gas services, and extend the water system from the City of Whiteville to the Southeast Regional Park. In addition, the program promotes the construction of the Business and Industry Skills Training Center (BISTC) to provide training for industries in the industrial park, the county and southeastern North Carolina. The Center provides initial training to attract new industrial residents to the park, opening employment opportunities for Columbus County residents.

Partners working with the College in this program are the Columbus County Board of Commissioners, the Committee of 100, the Cape Fear Council of Governments, the Employment Security Commission, and the Economic Development Administration of the U.S. Department of Commerce.

Southeastern Community College

Stephen C. Scott, President

Getting Things Done

For the second year, Southeastern Community College serves as the host site of AmeriCorps' Steps To Success program. The service project for the 1998–99 year is renovation of a vacant, drug-infested building in Whiteville, North Carolina. This project is specifically designed to convert the building into a youth center. After the building is renovated, activities such as dance lessons, aerobics, and karate will be offered. Accomplishing this requires coordination among city officials, local businesses, and community residents. Donations from various business/civic entities within Columbus County will cover the expense of renovations.

Southeastern University

Charlene Drew Jarvis, President

D.C. Link and Learn

Southeastern University (SEU) and partners are training low-income residents for computer and information technology jobs at D.C. Link and Learn near SEU's campus. This 40,000-square-foot, state-of-the-art, "high-tech" training center links the community to the training opportunities available at the center. Adults and teenagers can earn industry certifications in one of four technology-based institutes. Other services offered at the center include childcare services, computer labs, educational programs for grades K–12, and computer training courses for teachers, adults, and senior citizens.

Partners in D.C. Link and Learn include the Foundation for Educational Innovation; Microsoft Corp.; NationsBank; U.S. Department of Commerce; the National Capital Planning Commission; the U.S. General Services Administration; the District of Columbia Department of Housing and Community Development; the D.C. Department of Employment Services; Associates for Renewal in Education; Science, Mathematics, Aerospace, Research and Technology (SMART); Tech Corps-DC; Project YCARE 2000 of the YMCA; the Corcoran Gallery of Art; World Space Corporation; and the American Association for the Advancement of Science.

Southeastern University

Charlene Drew Jarvis, President

Smart Homes

Southeastern University, in partnership with telephone companies, hospitals, and the Fannie Mae Foundation, is improving access to health and education services at home for residents of Montana Terrace, a public housing project in Washington, D.C. Residents in the "smart home" community being built will be able to access computers, the Internet, and related services in their homes and in community centers, thanks to a distance-learning network being installed. After the system is running, residents with health questions can view and interact with physicians from three District hospitals. General equivalency diploma preparation and continuing education also will be available on the network. Southeastern is providing technical assistance and training for presenters who will be appearing on the distance-learning network.

Southern Illinois University at Edwardsville

David J. Werner, Chancellor

Campus of Learners Program

In collaboration with the East St. Louis Housing Authority, the East St. Louis Center at Southern Illinois University at Edwardsville offers a Campus of Learners Program that promotes family self-sufficiency through employment and homeownership to low-income residents. The Campus of Learners Program, housed at Phoenix Court, a transitional housing complex in East St. Louis, provides services to 73 families. This program promotes family self-sufficiency through comprehensive activities that include helping residents identify needed support services, education, training, and career goals and outlining tasks necessary to meet those goals. Basic education, general equivalency diploma, tutorial, and life skills services are provided. Residents also receive help with completing a Career/Action Plan, which outlines individual steps to achieve full-time employment and homeownership. Because the Phoenix Court Complex is a transitional housing site, residents are required to participate in the Campus of Learners Program and achieve self-sufficiency within 5 years.

Southern Illinois University at Edwardsville

David J. Werner, Chancellor

College Preparatory Program

By working in collaboration with local school districts in the Metro East, Illinois, area, Southern Illinois University provides college preparatory opportunities for low-income middle school and high school students. Through the Upward Bound, Talent Search, Upward Bound Math and Science Center, and the Pre-College Education and Career Preparation Institute, more than 840 students in the East St. Louis, Cahokia, Brooklyn, and Venice school districts receive services such as enrichment instruction; educational, career, and personal counseling sessions; and academic advisement and assistance. They also participate in student leadership conferences. Activities are held at the campus and at individual facilities year round. Upward Bound and Talent Search programs are funded through the U.S. Department of Education. The Pre-College Institute is funded through the Illinois Board of Higher Education.

Southern Illinois University at Edwardsville

David J. Werner, Chancellor

East St. Louis Center

By working in partnership with many Federal, State, and local organizations, Southern Illinois University at Edwardsville provides a wide array of services for residents of East St. Louis. Most of the services are provided at the East St. Louis Center and include Head Start, the Science Awareness Program, the Math and Science Center Program, the Youth Arts Program, AmeriCorps programs, an Educational Opportunity Center, and food programs for children and adults. Because of the diversity of the services, funding is made available from various sources such as the U.S. Department of Education, the Illinois Board of Higher Education, and the Illinois Department of Public Aid. The U.S. Department of Health and Human Services helps the Center provide dental, nursing, and vision care to neighborhood children, and university nursing students maintain medical emergency information on low-income elderly residents.

Southern Illinois University at Edwardsville

David J. Werner, Chancellor

Jobs for Illinois Graduates

Through a partnership with the East St. Louis School District, the East St. Louis Center at Southern Illinois University sponsors the Jobs for Illinois Graduates program to address the need to increase the graduation rate of local high school students and prepare them for employment opportunities. Established in 1996 as a pilot program in the State of Illinois, the program helps Illinois high school seniors graduate, obtain a job, seek postsecondary education, and start on a solid career path. Services are provided at the East St. Louis Senior High School, where students participate in a comprehensive program with 30 established competencies that promote personal and employability skills to meet the needs of today's employers. Graduates have realistic expectations of the workplace, develop good work habits, and know how to learn and perform on the job. A career specialist for the program works with the business community to identify entry-level jobs, then helps place the graduates in the best-suited jobs.

State University of New York at Albany

Karen R. Hitchcock, President

Youth Construction Initiative Program

The Youth Construction Initiative Program is a collaboration of the university at Albany, four urban school districts, and several local business organizations. The program is funded through a $4.5-million grant from the New York State Department of Transportation. Administered through the university at Albany, the Youth Construction Initiative Program provides non-college-bound high school students with the academic skills, motivational reinforcement, and job experience that will enable them to enter construction and other technical careers immediately after graduation. The overall goals of the program are to enhance employment opportunities for these students; reduce the number of high school dropouts; improve reading, writing, and mathematical skills; provide students with preapprenticeship opportunities in the construction trades; provide personal and educational attention to at-risk youngsters; expose students to computer and other technological training; increase the likelihood that non-college-bound students will enter college; and raise self-esteem among participants.

The program introduces participants to career possibilities as iron workers, operating engineers, heavy equipment operators, masons, carpenters, electricians, and construction laborers. In addition to job preparation skills, students learn life and study skills and are encouraged to consider opportunities at state agricultural and technical colleges.

State University of New York at Binghamton

Lois B. DeFleur, President

Children's Center for Arts and Culture

Working in collaboration with local schools, institutions, and organizations, the State University of New York at Binghamton sponsors the Children's Center for Arts and Culture, a creative afterschool program for children in grades K–2 who would normally not have access to enrichment activities. The program promotes a curriculum of caring and respect through production of performances involving 40 young participants. Daily program activities are directed toward the production of two performances that may involve storytelling, drama, puppetry, song, and dance. All children have a role in the performances and the opportunity to experience the visual arts as they help design costumes and sets. Partners in the program include the Institute of Museum and Library Services, the Discovery Center of the Southern Tier, and the Binghamton City School District.

State University of New York at Binghamton

Lois B. DeFleur, President

New Visions Education and Human Development Career Academy

Working in partnership with the Broome-Tioga Board of Cooperative Educational Services, 15 school districts, and community service agencies, the State University of New York at Binghamton provides a New Visions Education and Human Development Career Academy that allows local high school seniors to explore careers in education and human services. The Academy offers mentoring and educational services to senior high school students who are in the top 20 percent of their class. Students rotate through educational human service settings such as early education, elementary education, special education, and youth services. In addition, the curriculum highlights reading periodicals, writing journals, conducting debates, writing research papers, hearing guest speakers, and developing vocabulary lists and a portfolio of work.

State University of New York at Stony Brook

Shirley Strum Kenny, President

Elderly Care Programs

To help members of an underserved segment of the community retain their independence and enhance their quality of life, the State University of New York sponsors programs that target the healthcare needs of homebound elderly residents in New York City.

The Vision Care for the Homebound Elderly program coordinates the work of university staff and students who make home visits to local residents to assess vision care. Services span the process from testing vision to providing prescription glasses for improved vision.

A second program, CHOICE, coordinates the efforts of the University Optometric Center and the Visiting Nurse Service of New York in the provision of comprehensive healthcare for 2,400 homebound patients in four New York City boroughs. Designed to avoid the duplication of services and medications, the program offers skilled nursing, certified home health aides, physical therapy, speech therapy, occupational therapy, and social work assessments. Specialty services include vision care, diabetic and hypertension care, and wellness programs.

Among the many partners with whom the university collaborates are the Rusk Institute of Rehabilitative Medicine, Mt. Sinai Hospital, the Department of Social Services, the Staten Island Developmental Center, United Cerebral Palsy of Manhattan, and Veterans Affairs.

Human Services Skills Training

Sullivan County Community College

Mamie Howard Golladay, President

To help welfare recipients find jobs, Sullivan County Community College in Loch Sheldrake, New York, and the Sullivan County Center for Workforce Development developed industry-specific vocational training that includes on-the-job training and education. Major employers in Sullivan County identified skill areas they seek when hiring new employees and guaranteed interviews to program graduates. Program participants worked with mentally retarded and developmentally disabled individuals while receiving training in communications, computers, and basic nursing assistance.

Staff from both Workforce Development and the college provided case management services and job search assistance. Workforce Development provided postemployment services and, in the case of job loss, reemployment services. Sponsored by a State University of New York Bridge Grant, the training program included 22½ hours of job-related skills training per week and 7½ hours of supervised study. The industry-specific training program lasted eight weeks.

Pioneers Program

Sullivan County Community College

Mamie Howard Golladay, President

The Pioneers Program of Sullivan County Community College in Loch Sheldrake, New York, invites junior high school girls who might not be planning to go to college to participate in an annual workshop exploring nontraditional career options. Designed for girls ages 13 to 15, the workshops provide hands-on experiences in fields such as math, the sciences, the culinary arts, criminal justice, and communications technologies. High school guidance and career counselors mentor the participants; local school districts provide transportation, preparation, and followup activities. The Sullivan County Business and Professional Women's Association underwrites much of the cost of the program, which also enjoys the sponsorship of the college's Gender Equity Grant. Sullivan County Community College faculty donate their time for the workshop, scheduled annually after the close of the spring semester.

Swarthmore College

Alfred H. Bloom, President

Community Service Learning Office

Dissatisfied with the lack of coordination between campus service projects and local community needs, Swarthmore College established the Community Service Learning Office in fall 1997. The office works in partnership with various agencies in Chester, Pennsylvania, to identify service opportunities and to train student volunteers. The Community Service Learning Office sets its agenda after consulting with a group of students, college faculty and staff, community leaders, and service organization directors. This group, which meets regularly, matches student academic interests with community needs. Members review successful current and past projects and foster ongoing relationships between the campus and its community. Guided by the group, Swarthmore began several new service projects in January 1999. These projects include a literacy corps, an SAT preparation course for high school students, and an advanced biology curriculum for local high schools.

Tabor College

H. David Brandt, President

Programs for Elderly

To help the community's elderly population, Tabor College sponsors two programs to provide practical support and educational opportunities for Hillsboro residents who are age 60 and older. The Tax Counselling for the Elderly project provides college accounting students who help elderly and disabled residents with their taxes. Not only does this program allow students to gain valuable hands-on experience, but it also helps those who cannot afford to have a professional file their return.

A second program, Learning in Retirement, allows senior citizens to pursue noncredit educational opportunities in an academic environment. Each semester, seniors attend classes that address historical, cultural, and current topics. In addition, college faculty serve as guest lecturers who speak on their fields of study. Currently, more than 100 seniors from the local community are enrolled in the program.

Tacoma Community College

Pamela J. Transue, President

Resident Education Plans

Tacoma Community College and the Tacoma Housing Authority have developed a systematic approach that connects underserved individuals with the educational resources they need to become self-sufficient. The Job Readiness and Wage Progression Model developed by the partnership crafts a plan for each client to attain the basic skills, personal enrichment, and education necessary to obtain a job that will ultimately lead to independence. The plans reflect each person's experience, learning style, competency levels, and individual goals. Over the last year, participants accessed English classes, computer literacy classes, interpersonal skills training, and self-management classes at Tacoma Housing Authority's Family Investment Center. Residents also attended the English as a Second Language and Basic Skills classes offered by the community college.

Technical College of the Lowcountry

Anne S. McNutt, President

Partnership to Build Affordable Houses

Students and faculty in the Building Construction Technology program at the Technical College of the Lowcountry provided labor for the construction of two single-family homes for low- to moderate-income families in the Town of Port Royal. The town purchased the property and construction materials with a grant from the South Carolina State Housing Authority Trust Fund, while college students, instructors, and community volunteers constructed the homes. The projects served as a learning tool for students who witnessed and were involved in the construction of the homes, from the laying of foundations to the completion of finishing touches. In addition to the Port Royal projects, faculty and students at the college frequently participate in projects of the Lowcountry chapter of Habitat for Humanity.

Temple University

Peter J. Liacouras, President

Get SMART Program

To increase the educational opportunities of local youth, Temple University sponsors the Get SMART family literacy program, which provides tutoring and mentoring to 1,000 children and adults in the Philadelphia area. More than 200 students from the university's Center for Social Policy and Community Development work with 30 community-based organizations such as public housing sites, recreation centers, community centers, and public and private schools to provide family literacy and afterschool programs. Among program activities are assessment of reading levels, motivating children to read, child development, classroom management, discipline, building self-esteem, understanding cultural diversity, handling emergencies, and first aid. The Get SMART Program is funded by a Community Outreach Partnership Center grant from HUD, and funds from the Federal work-study program.

Texas A&M International University

J. Charles Jennett, President

A Partnership for the Future

Texas A&M International University and United Middle School have joined together to encourage students to complete high school and attend college. To reduce the high dropout rate at this predominantly Hispanic middle school in Laredo, Texas, the university and the school have worked together since 1996.

University faculty and staff and middle school faculty have developed a year-long series of motivational programs. Student affairs staff and student ambassadors from the university participate in an opening pep rally at the middle school; the university's dean of student affairs speaks to the entire middle school; middle school students tour the university campus; university staff and psychology interns present a program on improving self-esteem; university biology instructors make a presentation; and student government officers from the university conduct a program on leadership development. Middle school participants receive a teeshirt at the beginning of the school year and a certificate of completion at the end of the year.

Texas A&M International University

J. Charles Jennett, President

Colonia Enterprise Development Project

The Colonia Enterprise Development Project will increase employment and earning opportunities for residents of colonias (unincorporated settlements characterized by substandard living conditions) near Laredo, Texas, by providing management education, technical assistance, and financing to entrepreneurs and small businesses. Texas A&M International University, through its Center for Entrepreneurship and Small Business Development, will design and manage the activities of this communitywide project.

Many of the area's colonia residents own or work for small businesses such as electrical and electronic repair shops; automotive repair shops; carpentry and home improvement services; restaurants; convenience stores; and small-scale manufacturers of furniture, wood products, and metal products. Unfortunately, many of these businesses struggle because of poor management, inadequate planning, and undercapitalization. The Colonia Enterprise Development Project will help business owners to identify and resolve specific management, marketing, and financial problems. It will also offer training programs on bookkeeping procedures, financial analysis and planning practices, market research, marketing and sales plans, and sources of equity and debt financing. In addition, it will help individuals seeking to establish a business to evaluate business opportunities and markets.

The university will work closely with Webb County, the city of Laredo, the Laredo Development Foundation, and other organizations in the area. It plans to work with local banks, government agencies, and private foundations to create a loan fund to finance new businesses and expand existing ones.

Texas A&M University

Ray M. Bowen, President

Colonia Family Support Program—Promotora Initiative

The Center for Housing and Urban Development at Texas A&M University works with colonia residents to reduce their isolation through the Promotora Initiative. Colonias are small, rural, impoverished, and isolated communities along the Texas-Mexico border. The Center, located in the College of Architecture at the university's College Station campus, connects residents to education, health, job training, and human services through resident community outreach workers called "promotoras." The promotoras receive training to understand programs and services provided by local organizations. Promotoras disseminate this knowledge through door-to-door visits to their colonia neighbors. The university and six colonias implemented the Promotora in 1998, resulting in 20 sustainable jobs.

Texas A&M University

Ray M. Bowen, President

Project Keep Hope Alive

Founded in 1992, Project Keep Hope Alive at Texas A&M University is a mentoring program designed to enhance the educational and leadership skills of African-American boys in grades K–6 in the Commerce Independent School District.

In addition to increasing the academic development of participants through tutoring, homework assistance, and bonding activities, the program seeks to enhance participants' psychosocial development, resulting in positive behaviors, respect for self and others, and self-confidence. A life-enhancing skills component in the curriculum emphasizes music and the arts to enrich the child's life and add balance. Besides partnering with the W.K. Kellogg Foundation and the Village Foundation, the project is a founding member of the National African-American Male Collaboration, a 32-member group of grassroots organizations whose primary mission is to address the needs and concerns of African-American men and boys.

Texas A&M University, Corpus Christi

Robert R. Furgason, President

Pollution Prevention Partnership

The Pollution Prevention Partnership at Texas A&M University-Corpus Christi uses the resources of industry and agencies to help small businesses such as drycleaners, auto body repair shops, gasoline stations, printers, and wood manufacturers to comply with Federal air quality standards. The education program is based on recommendations of industry representatives, who participate in focus groups. Onsite consultations with business owners follow the education component and provide relevant pollution prevention and environmental compliance strategies. More than 150 companies and 334 facilities have been served by the program.

Texas Tech University

John T. Montford, Chancellor

College of Human Sciences Parents in Partnering Program

As a result of a collaboration between local organizations and businesses, Texas Tech University College of Human Sciences offers a Parents in Partnering Program to provide comprehensive parenting and support services to low-income parents and their infants and toddlers living in the Cherry Point neighborhood in Lubbock, Texas.

The Program provides child development, nutrition, and parenting information as well as developmental screenings for developmental delays. The Housing Authority of Lubbock, the city of Lubbock, and the Lubbock Independent School District provide for parent educators who make weekly home visits and conduct bimonthly parent meetings and infant toddler play groups. St. Mary of the Plains Hospital Foundation provides books for children and parenting materials as well as a program evaluation. Medical and nutrition services are offered by The Presbyterian Clinic and the WIC program, and the Texas Tech Marriage and Family Therapy Clinic, Nutrition, and Family Financial Planning provide parent information programs and accept referrals for counseling services.

Thomas More College

William F. Cleves, President

Community School Initiative

The purpose of the Community School Initiative is to transform neighborhood schools in Covington, Kentucky, into community centers that promote lifelong learning, citizen involvement, and efficient use of school and community resources. Since 1996, Thomas More College and other community partners have worked to develop community schools throughout the district. As of the 1998–99 school year, three community schools have been established. At these schools, student school performance has improved, behavioral problems have dropped, the number of latchkey children has fallen, and crime in the surrounding neighborhood has fallen.

Thomas More students, who are required to complete at least 20 hours of community service each semester, provide a variety of services to the community schools. Among other services, they teach computer skills to children after school and to adults in the evening, supervise recreational activities such as drama and sports, tutor students, and assist teachers in the classrooms. In addition, a Thomas More faculty member teaches at the Urban Learning Center, which is housed in a community school. The center provides free college courses to low-income Covington residents.

To date, the Community School Initiative has served 1,000 community members, trained 39 community leaders on advisory councils, engaged 25 partner organizations, and used more than 300 volunteers. Partners in this communitywide initiative include the Covington Community Center (a nonprofit, community development organization), the Covington Independent School District, the Covington Recreation Department, and Northern Kentucky University.

Thomas Nelson Community College

Shirley R. Pippins, President

Job Training for Public Housing Residents

The Family Investment Center in Newport News, Virginia, is helping public housing residents to overcome employment barriers. Funded by HUD and the Newport News Redevelopment and Housing Authority, the Family Investment Center provides childcare and transportation so residents can access the center's employment services. Preparation for the general equivalency diploma, computer classes, training for certified nurse assistants, driver's education, and ongoing workshops are available to the community. Thomas Nelson Community College works closely with the Family Investment Center to provide high-quality training and instructors for computer classes, the certified nurse assistant program, and remedial math and reading instruction. These programs enable residents to enter employment, often for the first time, and to earn an income above minimum wage. The Family Investment Center also relies on the resources of the Office of Human Affairs and Newport News Public Schools Continuing Education Department to make the program work.

Trident Technical College

Mary Thornley,
President

Basic Construction Trades Program

Trident Technical College is working with Habitat for Humanity to train local residents in the construction trades. Trident and the Sea Island Habitat for Humanity offer a Basic Construction Trades Certificate Program that teaches students skills such as residential plumbing, electrical wiring, finishing, and framing. Participants in the two-year program receive classroom instruction from Trident faculty and build a house under the direction of Habitat for Humanity. All classes and home construction take place on Johns Island, South Carolina.

The Basic Construction Trades Certificate Program attempts to alleviate the shortage of construction personnel in the Trident area. In addition, the program offers training in marketable skills to residents of Johns Island, where 50 percent of those entering high school fail to graduate. The program uses some of its funds to offer program scholarships, career information, and other assistance to local residents. Funds for the Basic Construction Trades Certificate Program come from Trident Technical College, Sea Island Habitat for Humanity, and the South Carolina Commission on Higher Education.

Union College, Barbourville

David C. Joyce,
President

Life Learning Program

To address diverse adult education and job training needs in Barbourville, Kentucky, Union College promotes its Life Learning Program for area residents. As part of the National Welfare-To-Work initiative, the Life Learning Program offers classes in conjunction with the Cabinet for Families and Children, established within the Kentucky State Social Services Commission. Courses in employability readiness, introductory data entry and computers, retail/customer service, and basic life skills also are offered. Community education classes emphasize an introduction to the computer and Windows 95, introduction to the Internet, introduction to Microsoft Excel, and introduction to Microsoft Word.

University of Alabama in Huntsville

Frank Franz,
President

Hands-on Science Activity Program

Rather than offering science instruction from a textbook, the University of Alabama sponsors the Hands-on Science Activity Program, which encourages children in the Birmingham school system to actively participate in the challenges, excitement, and fulfillment of scientific exploration. This model program provides professional development at several levels for the schools, including training for principals and for Leader Master Teachers in teaching techniques, workshops and classes for classroom teachers, and facilities to organize and distribute more than 4,000 modules each year. To track development and outcomes, surveys are conducted before and after each school system has joined the program. The professional development component for implementing the program is supported by a "Local Systemic Change" grant from the National Science Foundation.

This collaboration between the university, the Huntsville Chamber of Commerce, NASA's Marshall Space Flight Center, and the Huntsville school system includes the participation of approximately 1,700 teachers and 45,000 students. As one of the National Science Resource Center's top 8 science programs in the United States, the Hands-on Science Activity Program involves 9 public school systems and more than 80 schools.

University of Arkansas, Little Rock

Charles E. Hathaway,
Chancellor

Development Information Network of Arkansas (DINA)

The University of Arkansas, Little Rock Institute for Economic Advancement formed the Development Information Network of Arkansas as an economic development tool for communities throughout the State. The network allows communities to create Internet sites with critical economic, demographic, and market data about their communities, to attract potential industries or companies to their areas. Thirteen Arkansas communities and several economic development organizations have sites on the network. In addition, the network offers an online database of census data for Arkansas communities. The network was developed in partnership with GTE Corporation and the Arkansas State Chamber of Commerce.

University of Arkansas, Little Rock

Charles E. Hathaway,
Chancellor

Neighborhood Homework Center

The Neighborhood Homework Center is an outreach program established in 1996 that offers after-school programming for local youth, enhancing their classroom experiences and providing mentoring and tutoring. Located near the University of Arkansas, Little Rock campus, the Neighborhood Homework Center provides after-school activities for 35 third to sixth graders from 2 neighborhood schools. A computer lab equipped by Southwestern Bell provides instruction for the children, who have created their own Web pages and who use a variety of software packages to enhance their regular school work. Journal writing, community speakers, art projects, and other activities complete the program. Elementary education students from the university design and teach the sessions, and more than 300 university students from a variety of disciplines volunteer each year in the Homework Center.

University of Baltimore

H. Mebane Turner,
President

Live Near Your Work Program

To promote community development in Baltimore City, the University of Baltimore's Live Near Your Work Program encourages homeownership in surrounding inner-city neighborhoods through financial incentives. Working in partnership with the State of Maryland and the City of Baltimore, the Live Near Your Work Program provides assistance to local residents as they go through the home purchasing process. In addition, financial assistance is provided by each agency to ease the burden of closing costs. The program's goals are to strengthen neighborhoods, promote linkages between employers and communities, increase land values and revenue to local governments, reduce commuting costs, and reduce employee turnover, training, and recruitment costs.

University of California, Berkeley

Robert M. Berdahl,
Chancellor

Oakland Community Networking Project

A partnership between the University of California, Berkeley's Interactive University Project, the Institute of Urban & Regional Development, the City of Oakland's Partner Program Network, and the Oakland Public Library, the Community Networking Project provides computers, Internet access, and 500 hours of training to 4 public libraries and 10 community-based agencies in disadvantaged Oakland neighborhoods. The goal of the project is to use the Internet to serve communities that have been historically excluded from technological innovations. University students, supervised and mentored by faculty and staff, teach computer skills and Web site creation for area residents. Additional services include organizing an electronic conference on welfare reform, developing an employment resources Web site, mapping community service resources, piloting a WebFinders Workshop, teaching Internet skills to teens at public library branches, and producing "Welcome to the Internet" demonstrations at local public events.

University of California, Riverside

Raymond L. Orbach, Chancellor

Community Computer Lab

In concert with community partners that include the Community Settlement Association, People Reaching Out, the University Eastside Community Collaborative, Upward Bound, and the Urban League of Riverside and San Bernardino Counties, the University of California, Riverside established and maintains a computer center at the Cesar Chavez Community Center. The lab targets at-risk youth between the ages of 14 and 23 in the predominantly Latino community and provides them computer technology access and training. The university's community partners are taking advantage of the lab and are adding technology training to their existing youth programs. Twenty multimedia computers and Internet connections are available in the lab and supplemental grants from Pacific Bell, AT&T, Mattel, Microsoft, Adobe, and the city and county of Riverside are helping fund training classes and other services provided in the technology lab. Additional information is available at http://cdi.ucr.edu

University of Connecticut

Philip E. Austin, President

Legal Clinics

Law students at the University of Connecticut are gaining experience in State and Federal courtrooms through the university's clinical programs. Full-year criminal and civil rights clinics and one-semester mediation and employment discrimination clinics give students hands-on experience across a broad spectrum of real-life legal challenges. Students work in client-based, in-house law firms, and represent clients from the community in an array of civil and criminal cases. They work in all courts and administrative agencies in the jurisdiction.

All clinical education involves an intensive course of study, simulation, and preparation. Full-time professors, who are also litigation specialists, teach the clinics. The law school funds the clinical programs. Judgements won by the student attorneys supplement the programs' budgets.

University of Detroit, Mercy

Maureen A. Fay, OP, President

Athletic Outreach Program

In collaboration with areas schools, the University of Detroit, Mercy offers the Athletic Outreach Program to meet the athletic and recreational needs of the community. Among the activities offered by this program are sports clinics for neighborhood schools such as the Thurgood Marshall Elementary School; use of Calihan Hall during the summer months for neighborhood youth under the age of 17; sponsorship of local youth in the National Youth Sports Program; and free tickets to University of Detroit, Mercy Titan basketball games for community organizations and area schools.

In addition, the Athletic Outreach Program promotes the annual Dorothy A. Gardner Area D Round Ball Classic, which offers area elementary schools the opportunity to compete for the title of "Area D, Detroit Public Schools" basketball champion in a "big-time" arena.

University of Detroit, Mercy

Maureen A. Fay, OP, President

Career Services for the Community Program

The Career Services for the Community Program at the University of Detroit, Mercy provides career guidance and development services to both youth and adults. This program is based on a 1985 Memorandum of Understanding between the university and the McNichols, Puritan, Lodge, Community Council, which represents residents who live along the university's eastern and southern boundaries. The program provides opportunities for career guidance to community residents, most of whom are African-American. Community residents use the university's Cooperative Education and Career Center to review job postings; and they use DISCOVER and MOIS, two computer-based career development programs. Staff are available to provide guidance in career planning. In addition, community residents attend career days held on campus, and local middle schools are invited to the campus' Annual Career Expo. Since 1994, university staff have presented employability skills workshops to clients at Project Transition, a halfway house for women.

University of Detroit, Mercy

Maureen A. Fay, OP, President

Neighborhood Scholarships Program

To increase accessibility to higher education for neighborhood residents, the University of Detroit, Mercy offers a Neighborhood Scholarships Program that annually provides two 4-year academic scholarships to qualified participants. Increasing educational opportunities for the community's residents has been a central part of the Memorandum of Understanding between the university and the McNichols, Puritan, Lodge, Community Council, a local organization that serves residents along the university's eastern and southern boundaries.

Although most residents are African-American, the student population of the university is predominantly white. Offering scholarships to local community members enables residents to attend an expensive private school, and the scholarships bridge a gap between the community and the university. Since 1985, the Neighborhood Scholarships Program has awarded 23 full academic scholarships to residents chosen by the Council who meet university requirements; 10 of these scholarship students have graduated.

University of Detroit, Mercy

Maureen A. Fay, OP, President

Partnerships for Community Safety Program

In response to concerns regarding public safety and security, the University of Detroit, Mercy has developed a partnership with the local community and police department to foster a crime-free neighborhood for residents of the eastern and southern boundaries of the campus.

The Partnerships for Community Safety Program provides a patrol unit (equipped with a citizens' band radio) and a Detroit police ministation located within the university. Through a partnership with the Detroit Police Department, university police officers are granted full police powers near the campuses and respond, when requested, as backup to the Detroit Police Department. Police radios have been installed in university police vehicles for direct contact with emergency services.

The Community Safety Program also promotes a community policing program called Community Law Enforcement and Neighborhoods. In addition, members of the community are invited to campus "Auto Etching" programs, self-protection seminars, and crime prevention seminars.

University of Detroit, Mercy

Maureen A. Fay, OP, President

Urban Health Education Center

Established by the University of Detroit, Mercy, the Urban Health Education Center is an interdisciplinary program designed to incorporate the expertise of diverse disciplines and professions to serve local residents and foster community spirit in the neighborhoods surrounding the school. By providing an access point for the community, the Center's resources help Metro-Detroit public and private schools, government agencies, and nonprofit community organizations improve life opportunities for children, families, and neighbors. In addition, the partnership of faculty and students (from backgrounds such as criminal justice, nursing, education, dentistry, dental hygiene, psychology, and social work) with community groups has resulted in tearing down the barriers between the university and its surrounding neighborhoods.

With funding from the Kellogg Foundation, the Urban Health Education Center has been involved in many collaborative projects. For example, students in education, nursing, dentistry, dental hygiene, and psychology teamed up to provide health and dental education and screening at elementary schools in the Northwest Catholic Schools Alliance of the Archdiocese of Detroit and the Detroit Public Schools. Similar education and screening projects have been organized by the Harmony Village Area Health Initiative and its sister organization, the NW Neighborhood Health Empowerment Center in Northwest Detroit. The center also partnered with the Wayne County Juvenile Detention Center to research issues related to the increasing number of adolescent girls in detention and the effects of afterschool extended day programming.

University of Hartford

Walter Harrison, President

Career Counseling Center

The Career Counseling Center at the University of Hartford works with local partners to offer career counseling, continuing education, and job training to some 2,500 Connecticut residents. A program of the university's Hartford College for Women, the center sponsors programs that enable individuals to identify and explore life choices and attain their career goals. Besides providing individual and group career counseling, the Center works with local corporations to offer career development workshops at individual work sites. Look Forward, a collaboration between the Center and United Technologies Corporation, helps divorced, widowed, and separated women make the transition from home to the workplace. The Entrepreneurial Center uses Community Development Block Grant funds to train and offer technical support to individuals who want to start their own businesses. A

Childcare Assistant Training Program prepares individuals for entry-level employment in area childcare centers. Project CRECER uses Job Training Partnership funds to help Latino teens strengthen their academic skills and gain work experience at local nonprofit institutions.

University of Louisville

John W. Shumaker, President

Center for Environmental Education

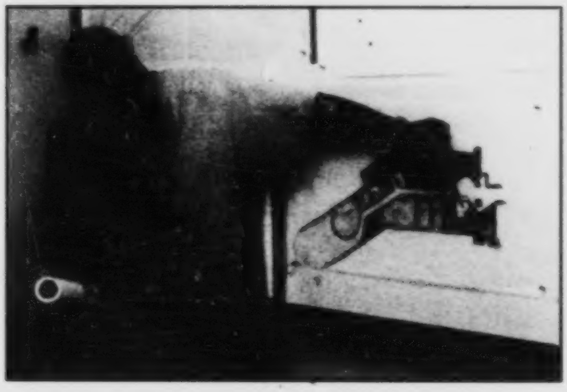
To create a networking and resource base for increasing environmental education opportunities for the public, the Center for Environmental Education at the University of Louisville develops, coordinates, implements, and documents environmental education programs with the university, public and private schools, governmental units, business and industry, and community groups. This program, which is a collaborative effort between the University of Louisville and Jefferson County Public Schools, works to more effectively align existing community environmental education resources and establish programs in underserved areas of the region. In addition, the Center facilitates the exchange of information and strategies among the constituencies. An additional collaboration with the Kentucky Association for Environmental Education offers enhanced environmental education opportunities throughout the State of Kentucky.

University of Louisville

John W. Shumaker, President

West Jefferson County Environmental Justice Program

In response to residents' concerns about pollutants in their community, the University of Louisville helped the West County Task Force, a group of representatives of 12 neighborhoods in West Jefferson County. The university wrote a proposal for an Environmental Justice through Pollution Prevention (EJP2) grant. The U.S. Environmental Protection Agency (EPA) grant, which totaled $208,000, is being used to develop and implement pollution prevention measures to address community environmental concerns. Additionally, the University of Louisville contributed $100,000 toward the effort. University partners include the Kentucky Institute for the Environment and Sustainable Development, the Kentucky Pollution Prevention Center, Center for Sustainable Urban Neighborhoods, Center for Environmental Health Sciences, the City of Louisville, Jefferson County Air Pollution Board, and the EPA. An appropriation of $300,000 from the Commonwealth of Kentucky allows the task force to continue collaborating with the university on a study of air pollutants.



University of Maryland Baltimore County

Freeman A. Hrabowski, President

The Choice Middle Schools Program

The Choice Middle Schools Program of Shriver Center at the University of Maryland Baltimore County, operates in five counties throughout Maryland to provide a strong support system for middle school youth at risk for dropping out of school. Program staff help redirect negative behavior by engaging each youth in activities designed to develop their connectedness to home, school, and community. The program's major goals include improving academic performance, improving school attendance, preventing grade retention, stabilizing and improving behavior, and supporting youth and their families.

Staff achieve these goals by involving youth participants in a multiyear student development program that operates concurrently with behavioral stabilization interventions. Student development activities include afterschool tutoring, positive peer activities, community service activities, recreation and cultural activities, and life skills activities. Behavioral stabilization interventions focus on outreach and individualized case management, including daily visits to the youths' homes, meeting with the families, and informal counseling and crisis intervention. Casework staff work closely with school staff and link youth and families to support services necessary to sustain behavioral gains. The Maryland State Department of Education and the Saint Paul Foundation fund the program.

University of Maryland, College Park

William E. Kirwan, President

Upward Bound and Talent Search

University of Maryland faculty and area public school systems offer learning and enrichment activities designed to prepare students for postsecondary education and college.

Upward Bound provides academic support and counseling to underachieving, though capable, high school students from Montgomery and Prince Georges Counties to prepare them for postsecondary education. Upward Bound supplements the participants' high school education, providing opportunities for students to improve or develop the skills necessary to acquire positive self-images, broaden their educational and cultural perspectives, and realize undiscovered potential. The program consists of a 6-week summer session and followup activities during the school year. The Upward Bound program is federally and State funded.

The Talent Search program provides precollege orientation plus academic, career support, and career awareness services for young people (ages 11–27) who are low-income and potential first-generation college students. The program identifies participants by means of outreach to middle and high schools in Prince Georges and Charles Counties and offers them advice on college and careers, SAT workshops, tutoring, counseling, and assistance in preparing college admission and financial aid applications. Self-esteem workshops also are offered. Funding for Talent Search is provided by a multiyear grant from the U.S. Department of Education.

University of Missouri, Kansas City

Eleanor B. Schwartz, Chancellor/Provost

Metropolitan Area Schools Project

The Metropolitan Area Schools Project (MASP) is a formal University of Missouri, Kansas City mechanism that actively seeks campuswide and community collaboration in support of education. The project continues to promote productive interaction between the Center for Academic Development, community colleges, 56 Kansas City-area public school districts, the Kansas City community, and nearby rural Missouri school districts. Program activities include quarterly in-service meetings for school superintendents; cooperative grant-writing projects; teacher councils that facilitate curricular reform and in-service training; the provision of university faculty and staff as consultants; training of high school faculty and staff to cultivate academic support programs and to increase academic performance and student retention; and other programs and services requested by the high school. High school students who participate in the program benefit from a service that encourages their continued academic success and helps effect their transition to postsecondary education.

University of Missouri, Kansas City

Eleanor B. Schwartz, Chancellor/Provost

Project Refocus

Project Refocus, a community project run by the University of Missouri, Kansas City, is an award-winning program designed to help persons who have lost their jobs through no fault of their own to reenter the workplace. The program provides pre-layoff assistance to employees at their company. It also provides comprehensive testing and assessment, job-seeking skills training, job search assistance, and educational funding for updating skills. A career counselor works with a client from the time of layoff notification until they are back into the workforce as a productive member of society. Project Refocus is funded primarily through the Job Training Partnership Act. The advisory board raises a certain amount of money each year to provide services that are not traditionally funded with Federal dollars. Advisory board members include representatives of higher education, organized labor, and the private business sector. The university/community partnership nature of the Board has ensured that this program remains responsive to the needs of its client population. The program is now located in four sites, including one on the university campus.

University of Missouri, St. Louis

Blanche M. Touhill, Chancellor

Collaborative Tutorial Program

To increase academic excellence in at-risk youth in St. Louis, the Collaborative Tutorial Program initiative sponsored by the University of Missouri, St. Louis provides extracurricular educational programming that includes innovative educational materials and tutorial programs.

In collaboration with community youth service organizations, this initiative coordinates a tutoring program for Girls Inc. children, tests learning difficulties of 40 children at the Matthews Dickey Boys Club, offers a tutoring program for nonreaders at Matthews Dickey and Herbert Hoover Boys Clubs, provides academic support for a special education program at Annie Malone Children's Home, and shares computer software resources with the Boys and Girls Club of St. Louis.

Other partners in the program include the Boys and Girls Club of St. Charles, Emergency Children's Home, Ranken Technical College, YMCA of Greater St. Louis, and YWCA of Metropolitan St. Louis.

University of Missouri, St. Louis

Blanche M. Touhill, Chancellor

School-to-Work Network Program

To coordinate national and local School-to-Work initiatives, the University of Missouri, St. Louis sponsors the School-to-Work Network Program, which provides labor education; job skills assessment; counseling and training; in-service and preservice professional development for teachers, counselors, and education leaders; reentry training; and employment opportunities to area residents.

This collaborative effort include representatives from a broad range of professions, including business, labor, industry, local government, community organizations, and education. To ensure the system encompasses community ideas, the School-to-Work Network Advisory Group contains representatives from business, labor, parents, students, other local school-to-work programs, State Employment Security/Job Service, local Work Force Development Service Delivery Areas, State Department of Vocational Rehabilitation, and community organizations.

University of Nebraska, Lincoln

James Moeser, Chancellor

Community Improvement Programs

The University of Nebraska, Lincoln works with several agencies to sponsor two community improvement programs for urban and rural neighborhoods. Operated through the College of Architecture, the Nebraska Community Improvement Program for rural communities and the Urban Community Improvement Program provide technical support and statewide recognition for community-based volunteer groups in Nebraska. Both programs offer workshops, materials, and annual awards to encourage grassroots volunteerism. Among the collaborators in both programs are the Nebraska Department of Economic Development and a group of natural gas and telecommunications companies serving Nebraska communities.

University of Nebraska, Omaha

Nancy Belck, Chancellor

Metropolitan Omaha Education Consortium

As a catalyst to facilitate the best education possible for both young people and teachers in metropolitan Omaha, the University of Nebraska, Omaha, sponsors the Metropolitan Omaha Education Consortium, which unites the talents and energies of seven area public school districts and the university's College of Education.

With representatives from the school districts and the college, the consortium is composed of 12 task forces that address issues such as safe schools, assessment, instructional technology, and staff development. Through its work related to issues of youth violence, the consortium is involved in a communitywide effort to examine the range of prevention and intervention services for youth and families. The program also coordinates networking efforts and initiates activities such as workshops and collaborative research.

Partners in the consortium include Bellevue Public Schools, Papillion LaVista Public Schools, Westside Community Schools, Omaha Public Schools, Ralston Public Schools, Council Bluffs (Iowa) Community Schools, and Millard Public Schools.

University of North Carolina, Wilmington

James R. Leutze, Chancellor

Celebrate Wilmington!

Celebrate Wilmington! is a partnership between the University of North Carolina, Wilmington and the Arts Council of the Lower Cape Fear. The campaign publicizes and celebrates the arts and promotes Wilmington's Walk of Fame, which honors area residents who have attained national recognition. In addition, Celebrate Wilmington! annually recognizes a local resident who has contributed to the arts in the Cape Fear region.

A year-round marketing effort for the arts, Celebrate Wilmington works with the local media to provide free advertising for monthly events. Media participants include the Wilmington Star News, WECT-TV6, and WWAY-TV3. The university and the arts council provide staffing and funding; local businesses, community organizations, and individuals also contribute funds to the project.

University of North Carolina, Wilmington

James R. Leutze, Chancellor

Leadership Wilmington

The University of North Carolina, Wilmington and the Greater Wilmington Chamber of Commerce jointly sponsor Leadership Wilmington, a 13-week program designed to prepare individuals to be community leaders. Participants learn about the region and develop creative leadership skills. The program's 1997 participants formed the Leadership Wilmington Alumni Association to establish community-based programs to improve quality of life in the community.

Leadership Wilmington is funded by program fees and corporate sponsors. The Chamber of Commerce and the university's Division for Public Service and Extended Education provide staff support.

North Carolina-South Carolina Border Conference

University of North Carolina, Wilmington

James R. Leutze, Chancellor

The North Carolina-South Carolina Border Conference, "United We Stand," brings together representatives of higher education, government, health, and business from the two States to study solutions to common problems in technology, the environment, economic development, education, and health. The conference is funded by the University of North Carolina, Wilmington, and various corporate sponsors. Current projects include a joint aquaculture program between North Carolina's Brunswick Community College and South Carolina's Horry-Georgetown Technical College and a cooperative project between area colleges to provide economic forecasts and statistics for the southeast.

Community Health Services

University of Osteopathic Medicine and Health Sciences

Richard Ryan, President

The University of Osteopathic Medicine and Health Sciences helps make residents of Des Moines, Iowa, healthier by providing health services to the economically disadvantaged and by conducting health awareness events. The university's Community Health Services program addresses the need for free or low-cost health care at several community facilities. Faculty and students conduct 200 physicals annually at a local family clinic. Medical care is made available in the Hispanic community; for young, single mothers; and for expectant mothers. Physical therapy students offer free exercise classes, physical therapy, and supervision for a children's rehabilitation center and a retirement community.

Another way the university serves the community is by conducting health fairs and programs. One annual fair, Family Health Day, draws as many as 800 community members who benefit from the services provided by university faculty, staff, and students. The services offered include blood pressure screenings, mammograms, nutrition profiles, pediatric physicals, EKGs, allergy screenings, flu shots, and education programs. Another event conducted by the clinic increases women's awareness of breast cancer by providing reduced-price mammograms to women aged 35 or older who cannot otherwise afford the service.

Healthcare for Children

University of Osteopathic Medicine and Health Sciences

Richard Ryan, President

Children who do not have access to medical care are getting help from the University of Osteopathic Medicine and Health Sciences in Des Moines, Iowa. Students in area schools receive free pediatric physicals at participating schools during registration. In 1998, approximately 375 local high school, middle school, and elementary school students received free physicals. University faculty and students made special efforts to reach children who live in homeless shelters.

University of Osteopathic Medicine and Health Sciences

Richard Ryan, President

Introducing Students to the Medical Professions

The University of Osteopathic Medicine and Health Sciences in Des Moines, Iowa, exposes young students to careers in the medical professions through two partnerships. The first partnership, the Community Ambassador Program, lets central Iowan students see medical professions in action. Students attend educational presentations on scientific, medical, and health-related topics and participate in tours of the university's medical laboratories, EKG laboratory, medical library, lecture halls, and human organ specimen displays. Faculty volunteers and university students from many departments, including anatomy, pharmacology, physiology, and nursing, participate in the program.

The second partnership, Healthcareer Explorer Post, promotes health careers by working with the Boy Scouts of America and local schools. University faculty advise students interested in entering the field of medicine, conduct club meetings, and volunteer as teachers at local schools. Participants in the Explorer Post examine human organs, tour hospital emergency departments, learn surgical gowning-and-gloving procedures, and hear speakers from various medical professions. Participants also shadow healthcare professionals, attend class for a day with their mentors, and benefit from friendships with "big brothers" or "big sisters."

University of Pittsburgh, Johnstown

Albert L. Etheridge, President

The Civic Action Network

The University of Pittsburgh, Johnstown's Office of Community Outreach joined with the Greater Johnstown School District and Concurrent Technologies Corporation to create the Civic Action Network, a regional community network designed to link people and community information through computer technology. The network and database reduce resource and information fragmentation by connecting citizens with economic and community development tools. Designed first to serve Cambria County, the database will eventually serve 10 counties of southwest-central Pennsylvania. The network includes an electronic volunteer center, which allows volunteers to identify opportunities and service-learning experiences that meet their needs and the needs of the community. It also offers a searchable electronic community calendar. An interactive online health and human resources directory, a countywide electronic business directory, and a database of academic internship opportunities are being developed. Additionally, the network has established two off-campus public access and training computer labs. The program is affiliated with existing programs that offer at least 66 public access computers in libraries, public housing projects, neighborhood community centers, and area schools. An array of businesses, government entities, secondary and post-secondary schools, neighborhood groups, and health and human service providers support the network project.

University of Puerto Rico Aguadilla Regional College

Juana Segarra Jaramillo,
Dean/Director

Training Partnership for Displaced Workers

Since 1996, the University of Puerto Rico Aguadilla Regional College has collaborated with other local agencies to provide vocational retraining to displaced workers in western and central Puerto Rico. Training is tailored to labor-force demands and individual workers' job skills. In addition to occupational training, workers can take basic mathematics and English courses. By training the labor force, the partnership seeks to revitalize the local economy.

The partnership is based at the university's Division of Continuing Education and Extension, and the university provides administrative support and most of the faculty for the program. The Occupational Development and Human Resources Council provides funding and program monitoring. Local municipal authorities provide off-campus classroom facilities and refer participants to the program.

University of Rio Grande

Barry M. Dorsey,
President

Employment Training Program

Working in collaboration with the Meigs County Department of Human Services, the university of Rio Grande/Rio Grande Community College offers an employment training program for recipients of public assistance in Ohio to increase self-sufficiency and independence.

The program provides training in areas such as child care, office technology, and commercial driver's license preparation to approximately 100 residents. The goal is to make the participants "employment-ready" by June 1999.

University of South Carolina, Spartanburg

John C. Stockwell, Chancellor

USCS Impact Program

The USCS Impact Program provides a means of uniting the campus and community by promoting good relations between students, faculty and staff members from a variety of backgrounds with the Upstate community. The program offers students an opportunity for increased group participation and interaction while promoting a sense of participation and responsibility. USCS students participate in community events, particularly those geared toward educating and helping needy citizens, at holidays and special occasions throughout the year. One example is the Christmas in April program, in which students team up with hundreds of other volunteers in Spartanburg to help renovate homes for the elderly. Students also participate in activity service projects at area nursing homes and children's facilities. The university will sponsor a Volunteer Fair to highlight these community service opportunities (and others) for USCS Students.

University of Southern California

Steven B. Sample, President

University of Southern California's Community Initiative

As a way of responding to its local environment, the Community Initiative established at the University of Southern California works with the community to improve the quality of life for residents, including university students.

Working in partnership with residents, educators, police officers, and nonprofit organizations, the Initiative provides a strategic approach to improve education, safety, housing and employment in the community. Through a university-created nonprofit fund, University Neighborhood Outreach, employees make United Way contributions to community-based projects which join with campus entities to qualify for funding. With more than $400,000 contributed in 1998, programs have created a Kid Watch neighborhood safety program, afterschool and Saturday programs in science, arts, literacy, and sports, an America Reads program, a graffiti abatement program, a computer program for schools, and academic enrichment programs for students.

The Initiative also has a preferred supplier program in which local firms and individuals receive preference as suppliers of university goods and services. This policy has led to three major outlets moving into the community and creating new jobs.

University of Southern Colorado

Tito Guerrero, III, President

Nursing School Partnership

A partnership between University of Southern Colorado nursing students and the Pueblo School District provides healthcare to students from kindergarten through 12th grade. The university's nursing program provides pediatric and community health clinic support. Student nurses deliver a range of services to the children, including vision and hearing screening, immunization clinics, health education and promotion, home visits, consultation on health issues and concerns, and in-service training for school staff. The Pueblo School District saves resources that they can channel into classroom improvement, and the children and their families benefit from increased access to preventive and health services. The program also gives the nursing students practical experience to help them in the future. A faculty member holding a joint appointment with the university and the school district serves as Nursing Services Coordinator.

University of Southern Maine

Richard L. Pattenaude, President

Postsecondary Resource Exchange Partnership (Project PREP)

The Edmund S. Muskie School of Public Service teams up with the Greater Portland Alliance of Colleges and Universities to operate the Postsecondary Resource Exchange Partnership, or Project PREP. The program helps students with disabilities who are attending colleges and universities in southern Maine. Through the Project PREP program, the Muskie School and its primary partner strive to develop collaborative methods of managing support resources for students with a wide range of physical, mental, and learning disabilities. The partners focus on improving the availability of support resources for students wherever they attend classes. Other organizations involved in the joint venture include the Disability Support Providers Alliance, Southern Maine Advisory Council on Transition, Maine Committee on Transition, Maine Department of Education, and the National Transition Alliance. The groups also work to expand student work-related options such as cooperative education and work-study and to better link high schools that refer students with disabilities to colleges and universities.

University of Tennessee, Chattanooga

Bill W. Stacy, Chancellor

Each One Reach One Program

Since 1991, the University of Tennessee, Chattanooga's Each One Reach One Program has targeted the recruitment and retention of African-American male teachers in the local school system to provide diversity for all students in the area as well as impact on the community.

Funded by a $35,516 grant from the Tennessee Higher Education Commission, this Program is unique in the State of Tennessee. It provides financial support, guidance and encouragement for minority males interested in teaching as a profession. Potential candidates are evaluated on personal merit, experience, academic records and university requirements. They are paired with a mentor and are required to attend monthly meetings.

To date, six men have completed the program. In 1998, the program served eight individuals, and five are student teaching.

University of Tennessee, Chattanooga

Bill W. Stacy, Chancellor

Environmental Program

By working in collaboration with local businesses, industries, State and Federal agencies, universities, and community leaders, the University of Tennessee, Chattanooga offers workshops that target the design and implementation of pollution prevention approaches to protect the long-term environmental health of the community, especially residents in South Chattanooga.

The program benefits everyone in the community. Residents are involved in public dialogue and the program educates them regarding stakeholder concerns and interests. Channels of communication between representatives of local businesses, industries, State and Federal agencies, universities, and community leaders are highlighted. It benefits high school and college students by providing them with direct hands-on experience in communication, organization, problem solving and public debate; and educates community members about the health risks associated with air and water pollution.

University of Tennessee, Chattanooga

Bill W. Stacy, Chancellor

Public Health Program

Working in collaboration with Departments of Health in three States, a program offered by the University of Tennessee, Chattanooga provides ongoing education to rural public health nurses to enrich their communities' overall well-being.

Workshops are conducted in southeast Tennessee, northwest Georgia and northeast Alabama to provide information on issues such as maternal and child health, wellness promotion, crisis prevention, HIV/AIDS, drug and alcohol abuse, and dealing with people from other cultures. These issues have been identified as critical areas of need by the university's School of Nursing.

University of Tennessee, Chattanooga

Bill W. Stacy, Chancellor

Westside Community Development Project

As one way to revitalize the low-income College Hill Courts housing development, the University of Tennessee, Chattanooga offers the Westside Community Development Project to address inner-city problems, such as unemployment, poverty, and crime.

As a result of a partnership between the university and community organizations, including the Junior League of Chattanooga, the Chamber of Commerce, the Westside residents, local agencies and organizations, more than 100 Westside residents who live in the 500-unit housing development have been employed by Chattanooga businesses through a job placement/training agreement. In addition, the project works with the Chattanooga Police Department to operate a mini-precinct in the community, and medical services are provided by the Westside

Medical Home which is operated in conjunction with the university's School of Nursing. The project also helps to start up small businesses, such as the Home Girls Catering Company which has been operating for two years with a former welfare mother and her employees. Educational opportunities are available through scholarships to Westside residents.

University of Texas, Arlington

Robert E. Witt, President

The University of Texas, Arlington's Texas Westplex Alliance of Communities

In collaboration with ten small municipalities in Tarrant County, a program offered at the School of Urban and Public Affairs at the University of Texas, Arlington provides a framework upon which an alliance for regional cooperation may be built that will benefit communities and residents.

With direction provided by the School of Urban and Public Affairs, the Texas Westplex Alliance of Communities targets issues that are difficult for small municipalities to handle, such as economic development, shared costs, roadwork, and emergency and waste services. In the planning stage of the Alliance, the university provided organization and coordination, advice and direction, and meeting facilitation, and a graduate student serves as primary intermediary for the group.

Funding was provided by the cities and the university's Center for Economic Development Research and Service.

The University of Texas, Arlington's Automation and Robotics Research Institute

University of Texas, Arlington

Robert E. Witt, President

Since 1987, the Automation and Robotics Research Institute at the University of Texas, Arlington has addressed manufacturing and distribution problems of more than 1,500 small and large companies and government institutions.

As one of the leading manufacturing research institutions in the Nation, the Institute has had a $327 million direct and indirect impact on the North Texas economy during the past 10 years. The figure includes jobs created at area businesses as a result of operations changes recommended by the Institute, contracts secured by client firms through the Institute's Cross Timbers Procurement Center, and government and private research grants.

The Institute conducts advanced, applied research in manufacturing and develops cutting edge technologies than can be implemented in large companies such as Lockheed Martin Vought Systems, Northrop Grumman, Eastman Kodak, American Airlines, Texas Instruments, IBM and Bell Helicopter. In addition, the Institute assists smaller companies through its Texas Manufacturing Assistance Center and the Small Integrated Manufacturing Enterprise Program.

BorderHousingNet

University of Texas, Austin

Larry R. Faulkner, President

BorderHousingNet is a pilot project designed to bring new communication and training technologies to residents and youth in rural, low-income communities along the Texas-Mexico border. The project represents a collaboration between the University of Texas, Austin's Urban Issues Program and the Border Low-Income Housing Coalition (a nonprofit advocacy group). The project will connect rural communities to the World Wide Web so that they can have access to e-mail, videoconferencing, and the latest information-age technologies. By providing an inexpensive and effective means of communication, this project will help residents overcome their sense of isolation, provide information resources, and expand advocacy opportunities for residents and their community-based organizations.

The partners have already begun working in El Cenizo (Webb County). The BorderHousingNet project has helped this community expand its newsletter, has improved the community's teleconferencing capabilities, and has supported the public service activities of the El Cenizo Youth Group. BorderHousingNet will expand its focus to other communities along the Texas-Mexico border in El Paso, Webb, Starr, and Hidalgo counties.

University of Texas, Austin

Larry R. Faulkner, President

East Austin Neighborhood Network Program

The LBJ School of Public Affairs, a graduate program of the University of Texas, Austin, is a primary partner in a capacity-building project, the East Austin Neighborhood Network. With two key community-based nonprofit organizations—the Austin Learning Academy and the Austin FreeNet—the LBJ School is working to increase access to technology and technology skills for residents of low-income neighborhoods. The Network is a growing infrastructure of 45 public access computer stations strategically located at 9 sites, including churches, libraries, and nonprofit organizations. The stations provide neighborhood residents with free, highspeed access to the Internet. The project benefits from the help of more than 20 private-sector companies, local and other government agencies, and nonprofit organizations.

University of Texas, Austin

Larry R. Faulkner, President

Youth Leadership Training Initiative

The goal of the Youth Leadership Training Initiative is to develop a youth voice in Austin, Texas, especially among traditionally underrepresented groups. Housed in the University of Texas, Austin's Urban Issues Program, the project creates vehicles for youth to express their views and to have a greater impact on their city.

The program provides a forum that nurtures healthy dialogue between youth and adults. Local youth and adults from diverse backgrounds meet weekly to discuss concerns and opportunities for action in their communities and to celebrate achievements. The program is based on the following beliefs: young people are a vital resource in our society; youth are the experts in identifying their own needs; by supporting youth-adult partnerships, communities can collectively identify and propose positive solutions to existing challenges.

The W.K Kellogg Foundation provided initial funding for the program, which is currently funded by the university and several other community partners. Participants include local youth, university students, social service providers, Americorps, and professionals from the Austin community.

University of Texas, El Paso

Diana Natalicio, President

Institute for Community-Based Teaching and Learning

Students and faculty members at the University of Texas, El Paso are getting involved in community-based learning partnerships through the university's Institute for Community-Based Teaching and Learning. The institute provides a mechanism for university faculty, staff, and community representatives to develop and coordinate educational opportunities that help meet community needs and engage students in community-based learning activities.

Multidisciplinary teams of faculty, students, service providers, and community residents work together to foster partnerships between the university, the community, public schools, and social services agencies. These teams identify solutions to community problems and develop courses that promote problem-based participatory learning and involve students in community projects. For example, faculty members and students are currently working in 12 "Alliance Schools" to offer hands-on experiences to students. Additional partnerships involve community organizations such as Seeds Across the Borders, Kids Voting, and other grassroots efforts.

Social and Economic Empowerment Through Community Building

University of Toledo

Frank E. Horton, President

Working in collaboration with Ottawa Coalition neighborhoods in Ohio, the University of Toledo sponsors a program that targets social and economic empowerment through community building.

The university's Geography and Planning Department, the College of Business, and the College of Law are involved in providing interactive services to strengthen the five major program goals. The program's design targets the creation of a shared research knowledge base of the capacities and challenges that face the Ottawa Coalition neighborhoods. In addition, it provides community building and resident empowerment through training opportunities and offers support for affordable housing by assisting residents in making the transition from rental to homeownership. The program provides assistance for economic and commercial development and cultivates youth empowerment through computer skill enhancement and youth workshops.

Team Patrol Program

University of Toledo

Frank E. Horton, President

Working in collaboration with the Bancroft Hills Neighborhood Association, the Ottawa Coalition, and local police departments, the University of Toledo sponsors a program, Team Patrol, that targets community issues, such as crime, nuisance complaints, and neighborhood deterioration.

The Team Patrol works with students, residents, and area businesses to improve the quality of life for everyone living and working in the university area. Using a community policing approach, officers work with students and residents to explore ways of addressing neighborhood concerns. Participation in neighborhood association meetings, block watch meetings, neighborhood cleanup events, and active leadership in a campus-community coalition established by the university to reduce underage drinking among students, are just a few of the activities to which the Team Patrol contributes.

Linking Learning to Life

University of Vermont

Judith A. Ramaley, President

Linking Learning to Life is a community partnership to improve the educational performance, career prospects, and employment for students in Burlington, Vermont. The University of Vermont, Lake Champlain Chamber of Commerce, and the Burlington School District provide the resources to design a school-to-work system (kindergarten through college) that enables students to attain the knowledge and skills necessary for specific careers. Project activities include the development of a Career Direction Center that will provide career development materials accessible to all Burlington students; a Career Beginnings Program to help students with personal career plans and portfolios, academic and career skill-building activities, links with mentors from the community, and summer work experiences; a technical assistance system for helping teachers adapt courses to include an applied learning component; a College Connections Partnership with local postsecondary education options so that students can begin college courses while they are still in high school; and a summer program that places classroom teachers in 6-week business internships so that they have first-hand knowledge of the skills required to succeed in the business world.

University of Wisconsin, Milwaukee

Nancy L. Zimpher, Chancellor

Empowering Parents to make Informed Choices in Education

Empowering Parents to make Informed Choices in Education (EPIC), sponsored by the University of Wisconsin, Milwaukee, is an interactive Web site that provides access to information on all 280 public and private schools operating within the city of Milwaukee. Recent educational reform in Milwaukee has led to the creation of school choice programs. The EPIC system provides easily accessible information on all schools and particularly aims to help parents make choices concerning their children's education. Web site users can scan the database, using a variety of sort criteria. There is information on academics, teachers, school mission, instructional approaches, and special achievements. The system was funded with $100,000 provided by local foundations.

The university provides staffing and programming expertise and maintains the Web site on its computing system. EPIC was created by a unique collaboration that includes the university's Center for Urban Initiatives and Research, the Milwaukee Public Schools, the Archdiocese of Milwaukee, the Lutheran Schools Missouri Synod, Wisconsin Evangelical Lutheran Synod, Marquette University's Institute for the Transformation of Learning, the City of Milwaukee Mayor's Office, the Milwaukee Public Library, Partners Advancing Values in Education, and People Organized Working for Educational Revolution.

University of Wisconsin, Parkside

John. P. Keating, Chancellor

Bringing the Humanities to Local Prisons

Since 1993, the Prison Project has brought humanities education to inmates at Racine Correctional Institution. To fill the gap created when funding for higher education for inmates disappeared, students and faculty from the University of Wisconsin, Parkside stepped in.

Inmates wishing to participate must have a high school diploma or its equivalent. Almost 30 members of the university faculty and staff have been involved in this project, which serves about 600 inmates. Faculty from the departments of communication, philosophy, English, sociology, political science, geology, music, drama, and history, among others, have participated. About 75 university students have been involved as interns and as tutors. The Prison Project began as a voluntary effort by students and faculty, but the Wisconsin Humanities Council and the Racine Community Fund have provided financial support. When funding is not available, the project continues with faculty and staff volunteers.

University of Wisconsin, Superior

Julius E. Erlenbach, Chancellor

Center for Economic Education

Established in 1994, the Center for Economic Education at the University of Wisconsin, Superior promotes economic literacy in northwestern Wisconsin by working with K–12 teachers at both public and private schools. The center provides teacher training, consulting services, a resource library, and credit courses for teachers so they can confidently and competently develop economic literacy among youth. The university provides the staffing, facilities, and operating expenses to the center.

The center provides scholarships and teaching materials for teachers through the Wisconsin Council on Economic Education, and many of the teaching materials themselves are published by the National Council on Economic Education. The funding for the Wisconsin Council on Economic Education and the National Council on Economic Education is provided through donations from businesses, foundations, and individuals interested in promoting economic literacy. The center and the teachers work with the Wisconsin Council on Economic Education, the National Council on Economic Education, Wisconsin foundations and businesses, and interested individuals. Area businesses and foundations contributing to this cause include Ameritech, Burlington Northern Foundation, Lakehead Pipeline Company, Northern States Power Company, Superior Water, Light & Power Company, M&I First National Bank of Superior, Johnson Timber Corporation, Paine Webber Incorporated, Piper Jaffray, Inc., Community Bank and Trust Company of Superior, and J.C. Penney Company.

Utica College of Syracuse University

Michael K. Simpson, President

Young Scholars Liberty Partnership

The Young Scholars Liberty Partnership program is a collaborative project, launched in 1993, between Utica College and the Utica City School District. The program offers year-round educational opportunities and individual support to students through a structured program of counseling, tutoring, and mentoring. Designed by school district and college officials, the program encourages more than 250 students in grades 7–12 to work to their full potential and stay in school.

Parents of participants also take part in program activities and have the opportunity to pursue their own personal development through Utica College continuing education courses and workshops. The partnership has expanded since its inception, with the assistance of the State of New York through a Liberty Partnership grant, the Community Foundation of Oneida and Herkimer Counties, AmeriCorps, Vista, and the College Community Partnership.

Voorhees College

Leonard E. Dawson, President

Family and Community Violence Prevention Program

Voorhees College's Family and Community Violence Prevention Program helps prevent violence and substance abuse among minority youth. Staff establish partnerships with various community agencies and organizations to promote academic, personal, career, cultural, and recreational development. This program, based in Denmark, South Carolina, provides year-round services to 60 youths ages 10–18 and their families.

The Manhood Plus component provides afternoon tutorial sessions designed to enhance academic performance and achievement. Participants are paired with a collegiate mentor/tutor to assist in each prevention exercise. The Building Dynamics component provides a holistic approach to personal development, self-esteem, conflict resolution, and wellness. Bimonthly meetings with parents in the Parents Involved Network strive to involve parents in the same type of programs as the participants, but on a limited scale. The Community Awareness component Annual Family Life Institute provides a forum for the exchange of knowledge and ideas to prevent violence in the community.

Washington State University

Samuel H. Smith, President

Community Gardening

The Community Gardening Project teaches low-income residents from neighborhoods in and around Seattle about intensive food production. Washington State University's College of Agriculture and Economics and the King County Cooperative Extension sponsor the program, in collaboration with a wide range of community organizations.

Community Gardening emphasizes intensive, organic, and water-wise vegetable and fruit gardening in urban, suburban, and rural areas. Master gardeners volunteer to help in 38 community gardens, which involve more than 4,000 individual gardeners. Participants learn through classroom instruction and hands-on experience. In addition, the program oversees eight demonstration gardens, including gardens specifically targeted to Hispanic, Southeast Asian and Chinese, and disabled groups. These gardens donate more than 6,000 pounds of produce to local food banks. Partners in this broad-based community effort include the Bellevue Parks and Community Services Department, Bellevue Botanical Garden Society, Seattle Department of Parks and Recreation, Seattle Department of Neighborhoods, Kent Parks Department, King County Parks Department, Seattle Housing Authority, Seattle P-Patch, Seattle Tilth, Neighborhood House, El Centro de la Raza, and Saint Mary's Food Bank.

Washington State University

Samuel H. Smith, President

Community Outreach Program

In order to increase economic development in the city of Spokane, Washington State University sponsors a Community Outreach Program to provide a model for community-university partnerships by working with local institutions to ensure successful neighborhoods and cities.

The program focuses on facilitating intensive long-term work to increase the capacity of key neighborhood-based organizations, linking activities to broader civic development efforts, and creating the long-term integration of university programs into neighborhood activities. Using community-university teams, the Program seeks to increase material resources, program capacity and organizational stability. Activities are focused in five primary areas in the community: housing, social services for the chronically ill, business development, public safety, and services for the elderly.

Washington State University

Samuel H. Smith, President

Partners in Promoting Strengths Program

In partnership with local organizations and service agencies in Granger, Washington, Washington State University coordinates the Partners in Promoting Strengths Program to facilitate positive changes in the community through collaboration, programs, and inclusivity.

The Partners Program provides services to the Granger community, such as summer youth programs, parenting classes including first aid, leadership classes, multicultural programs, and computer training. To date, fifteen programs for youth, adults, and families have reached over 600 people and involved 17 volunteers from targeted ethnic groups of Hispanics, Whites, and Native Americans.

Community collaborations have involved the Washington State University Cooperative Extension, Washington Apple Education Foundation, Granger School District, Yakima Valley Regional Library, Radio KDNA, churches, hospitals, city council members, and local citizens as volunteers.

Washington State University

Samuel H. Smith, President

Salishan Learning Center

The Salishan Learning Center was established in 1996 to provide comprehensive individual and family educational services and lifelong learning opportunities to residents of the East Tacoma/Salishan Public Housing Development. The center, which represents a partnership between Washington State University and the Tacoma Housing Authority's Family Investment Center, is in the Tacoma Enterprise Community.

The center offers public housing residents convenient access to a state-of-the art computer technology classroom and an ongoing schedule of computer classes. During the center's first 2½ years, approximately 1,500 low-income adults and youth have taken computer skills classes. Adult students and older youth have used the computer facilities to study English as a second language, prepare for the high school equivalency diploma, or prepare for college entrance exams. In addition, the center logs approximately 5,000 user visits to the computer classroom each year; these visitors can work on homework, brush up on computer skills, create a résumé, or search for a job on the Internet.

Thanks to the center, higher education is more accessible to East Tacoma's low-income residents. Currently, 12 public housing residents and 120 other area residents are enrolled in Washington State University's Extended Degree Program through the center. These students complete their course work at the center using videotapes, e-mail, and the Internet. A full-time outreach coordinator provides student support services; university faculty and staff provide program design, instruction, and support; and center staff proctor student exams.

Wayne State College

Donald J. Mash, President

Center for Cultural Outreach

Wayne State College established the Center for Cultural Outreach to support the arts and to provide educational opportunities in the arts for rural residents of rural northeast Nebraska. Since 1988, the center has worked with local teachers and community leaders to plan arts and cultural diversity programs for the region's children, adults, and senior citizens.

The center sponsors a wide range of programs. Its First Fridays Colloquium for Senior Citizens uses student volunteers and community volunteers to serve senior citizens in the community. The center's Black and Gold Series features world-class concerts, plays, and entertainment; without this series, students and area residents would have to drive 100 miles for comparable cultural programs. The center's Sunday Series is a series of lectures on a variety of topics presented by scholars, performers, and professionals from across the country. The center, which offers numerous multicultural events, also sponsors a multicultural team of college students who work with teachers in area schools on issues related to diversity awareness. During the past 10 years, the center has sponsored more than 50 events to enhance the quality of life for rural Nebraskans.

Wayne State University

Irvin D. Reid, President

Harmony III Project

Wayne State University's Center for Peace and Conflict Studies is working with Detroit police and community volunteers to reduce crime and improve relations between local merchants and community residents. The purpose of the 1998–99 Harmony III Project is to develop a model for crime reduction and interethnic negotiation that can be used in other urban communities. Residents (who are mainly African-Americans) receive training as merchant liaisons who work to develop mutual understanding and trust with store owners (who are often from other ethnic backgrounds).

The center uses its manual, "Steps to Harmony," to train participants. The manual, which emphasizes reducing intercultural crime in urban areas, offers practical examples for reducing tension and increasing trust within communities.

Wayne State University

Irvin D. Reid, President

Urban Families Program

The Urban Families Program offered by the Center for Urban Studies at Wayne State University provides educational and technical assistance to 25 local human-service providers and community agencies in Detroit who support 800 local families in raising their children in urban environments.

Much of the program's work is conducted through a training series for human-service agencies, churches, and community professional and paraprofessional members who provide parent education and family support programs and services. Training focuses on topics such as substance abuse prevention, design and facilitation of successful group and parenting programs, and teaching youth to be effective babysitters. Additional support is given through a Web site that offers parenting-related curricula.

Wesley College

Scott D. Miller, President

Boys and Girls Club of Wesley College

In 1996, Wesley College's Department of Education entered a collaboration with Boys and Girls Clubs of America, the Jessie Ball duPont Foundation, and MBNA to establish the Boys and Girls Club of Wesley College. The club, whose goal is to provide enhanced and sustained educational services to at-risk youth in Dover, Delaware, focuses on academic achievement. Wesley College will grant successful program participants scholarships or grants to attend the college. The club director and Wesley education faculty jointly design programming for the 200-member club. Programming is multitiered, varied, and tailored to the needs of individual children. Faculty members work with students to identify and help remedy academic problems. Older youths participate in career exploration programs such as "Outdoor Adventures" (a field ecology program). The club is currently seeking funding to support a professional internship program for older youths who succeed in academic programs. Approximately one-third of Wesley's undergraduates volunteer for at least 25 hours per year to work in the club. Students run programs, instruct in their areas of interest, and act as tutors or mentors. The Boys and Girls Club shares afterschool and summer programming with the college's Campus Community School, a publicly funded charter school. The club is currently sustained through membership fees and funding from MBNA.

Westchester Community College

Joseph N. Hankin, President

Native Plant Center

The Westchester Community College Native Plant Center is dedicated to the preservation and responsible use of wildflowers and native plants of the region. It represents a partnership between this New York college and the Lady Bird Johnson Wildflower Center in Austin, Texas.

Local gardeners and landscape professionals spearheaded the establishment of the center. Its purpose is to inform individual homeowners, professional landscapers, municipal governments, and highway officials about the economic and aesthetic benefits of establishing native plants and wildflowers in the region. The center established its first demonstration garden at the front entrance of the college. It plans to develop additional demonstration gardens in wetland and woodland areas around the campus. The center also distributes information on growing, maintaining, and protecting plants and presents educational programs to the community in collaboration with the New York Botanical Gardens and the Lady Bird Johnson Wildflower Center.

Westchester Communununity College

Joseph N. Hankin, President

Women's Enterprise Project

Women's Enterprise Project is a pilot program designed to assist Westchester County (New York) women who are interested in starting or expanding their own businesses. The project is a partnership between Westchester Community College and several community organizations.

The goal of the project is to expand business development opportunities for low- and middle-income women by offering them a coordinated system of resources. The project focuses simultaneously on two groups of women—those who need help moving from public assistance to entrepreneurship and those who need help expanding their small businesses. The project provides training, technical assistance, mentoring, and internships. Partners in the project include Westchester Community College, The Westchester County Association, Inc., Westchester Association of Women Business Owners, New York State Division for Women (Lower Hudson Valley Council), and the Westchester Partnership for Economic Development.

Western Iowa Tech Community College

Robert E. Dunker, President

WINGS Conference

For the past 8 years, three local colleges in Sioux City have collaborated with the Sioux City Community School District to motivate young women to continue their study of math and science. Since 1990, the college has held a career conference to expose seventh- and eighth-grade girls to a broad range of careers. More than 600 individuals participate in this event annually and attend workshops led by women employed in careers related to math and science. At the conference, parents and educators obtain strategies for encouraging their daughters and students to pursue nontraditional, high-wage occupations. The conference is made possible by Western Iowa Tech Community College, school districts in the tri-state area, and local businesses.

Western University of the Health Sciences

Philip Pumerantz, President

Pomona Health Professional Partnership Project

Pomona Health Professions Partnership Project is working to improve the overall health of the local community, enhance the quality of science education in local schools, and expand the number of underrepresented students in California's Pomona Valley who pursue careers in the health professions. Led by Western University of the Health Sciences and the local school district, the partnership includes a hospital, other educational institutions, and community organizations.

Each month, the partnership sponsors free clinics at school sites throughout the Pomona Unified School District for community members who would not otherwise have access to health services. Students from Western University's medicine, pharmacy, physician assistant, and physical therapy programs staff and supervise the clinics, in collaboration with the Pomona Unified School District, the Pomona Valley Hospital, and other community organizations. In addition, the partnership is establishing the Wellness Center, which will provide community-based health education services (such as blood pressure checks, healthy heart programs, and smoking-cessation programs) to improve the long-term health of the community.

To accomplish its goal of improving science education in the schools, the partnership is developing a curriculum to provide hands-on, student-centered science instruction for students at all educational levels. The faculty and administration of Western University have worked closely with a team of teachers and leaders from two local school districts to reform the science curriculum.

To increase the number of local students who enter the health professions, the Pomona Unified School District sponsors the Health Professions Academy, a communitywide effort to encourage students at all grade levels to succeed as health professionals. Faculty and staff from Western University have helped to develop the academy's programs. Academy students are currently engaged in adult education and Regional Occupational Program training activities in local clinics and hospitals. Participants visit the university and meet with faculty and students to learn more about the health professions and the skills necessary to succeed in university programs.

Yale University

Richard C. Levin, President

Career High School

The Yale University School of Medicine and School of Nursing and the local board of education are collaborating to provide a comprehensive program of support for high school students studying science and health education at a regional magnet school. The program provides support during and after school at the high school and on the Yale campus. In 1998, nearly 100 high school students and 40 Yale faculty and staff from nearly a dozen academic programs were involved. Participating students, who are declared health and science majors, have the opportunity to spend up to 510 hours over 3 years in labs, lectures, and structured internships at the medical school. The program includes a 3-week residential session for 30 students at the medical school during the summer.

Computer Learning Opportunities for Public Housing Residents

Youngstown State University

Leslie H. Cochran, President

Computer Learning Centers have been established at three Trumbull Metropolitan Housing Authority (TMHA) public housing communities with the help of HUD and Youngstown State University's Office of Urban Studies. The centers are open for TMHA youth and adults. Youth are provided with afterschool homework assistance, tutoring in basic skills, and instruction in educational and recreational computer programs/games by certified teachers. The centers also conduct group presentations on subjects such as drug and crime prevention.

For adult residents, the centers offer computer-based, college-level, general office programs that help residents acquire entry-level job skills. A career specialist provides job preparation and employment assistance. Through Economic Development Assistance funds, the program also offers classes in emergency medical technician training and small-business startup training. An ABE-GED level program is provided for residents who need to complete their high school studies prior to participating in the available job training programs. Technical assistance and funding for programs at the center are offered by center partners, which include the Warren City Schools and Police Department, the Trumbull County Sheriff's office, FORUM Health, and the Trumbull County Private Industry Council.

Model Neighborhood Project

Youngstown State University

Leslie H. Cochran, President

In an effort to revitalize a severely blighted area, the president of Youngstown State University and the mayor of Youngstown organized the Joint City University Commission to initiate what is now called the "Wick Park Model Neighborhood Project." Collaborative partners in the project include the Office of Campus 2000, the Youngstown Planning Department, the Northside Citizens Coalition, the Youngstown Police Department, the Sherwin-Williams Company, and seven lending institutions. The project targets a 20-block area adjacent to the Youngstown State campus for revitalization, including housing rehabilitation, new housing construction, and local business development. The revitalization process began with the drafting of a document that establishes the guiding principles for effecting the desired outcomes. Many of these principles have been implemented: the local law enforcement agency has designated the project area a "Zero Tolerance Crime Area"; a Neighborhood Citizen's Committee has been formed to guide the redevelopment effort; homeowners have secured loans to use in improving their property; and local businesses have made donations of paint and other materials to make improvements. In addition, city officials are enforcing all litter control laws and all housing, health, and safety codes.

Youngstown State University

Leslie H. Cochran, President

Kent State University

Carol A. Cartwright, President

Small Business Loan Program

Youngstown State University and Kent State University in Ohio are collaborating to support an economic development loan program for startup and small businesses needing capital. Initial funding for the revolving loan fund came from the HUD Section 108 Loan Program, Community Development Block Grant funds, and Economic Development Initiative Grants from participating city and county governments. Loan applications are reviewed by the universities, and prospective borrowers receive entrepreneurial and technical assistance through classes offered by the universities

Youngstown State University

Leslie H. Cochran, President

Low-Income Youth Learn Construction Trades

Several Youngstown, Ohio, organizations, including Youngstown State University, are working together to provide low-income youth training in the construction trades and improve their basic literacy skills. Patterned after HUD's YouthBuild Job Training Initiative, the program teaches participants the basics of carpentry and painting as well as how to install electrical and plumbing fixtures, drywall, roofing, and flooring, through both classroom and hands-on instruction. Partners in this initiative include the university, the Private Industry Council, the City of Warren's Community Development Department, the Trumbull Metropolitan Housing Authority, the Trumbull County Department of Human Services, the Ohio Department of Development, the Western Reserve Building and Construction Trades Council, and Sunshine, Inc.

FACULTY INVOLVEMENT

Alverno College

Joel Read, President

Teacher Development

The education department at Alverno College works regularly with Milwaukee's Public Schools to improve the educational achievement of the area's children. In one program, education faculty work with middle school teachers to implement strategies that will close achievement gaps between learners and improve students' performance on eighth grade assessment tests. Funded by the Joyce Foundation, Alverno's faculty met with teams from Milwaukee's middle schools in a 2-week workshop during which the teams learned new teaching strategies, investigated how students learn, and experimented with new assessment methods for teachers to use to gauge student progress. During the school year, Alverno faculty met with the teams to provide additional resources, advice, and encouragement.

In a second initiative that started in 1993, Alverno College joined with the Milwaukee Public Schools and the University of Wisconsin-Milwaukee to train students to become teachers for hard-to-staff, low-income schools. Funded by the DeWitt Wallace Reader's Digest Fund, 50 scholars have completed their teaching certificates and are teaching in Milwaukee Public Schools. In the second phase of the program, those already working as educational assistants in the Milwaukee Public Schools can receive scholarships to pursue education certificates if they plan to return to the school system.

Auburn University

William V. Muse, President

Do Something! Program

To enhance community development efforts in West Alabama, Auburn University sponsors Do Something!, a faculty competitive grants program that provides more than $100,000 in funding to enhance economic, educational, health care, and leadership opportunities in the region and to increase faculty involvement in outreach efforts. Working in collaboration with individuals, agencies, community organizations, and businesses, Do Something! sponsors a workshop for faculty and community leaders to define the needs of the region. Of the initial 16 grant proposals received, 5 were funded, including the West Alabama Entrepreneurship and Leadership Program, Gaining Access to Pharmacy Services (GAPS)-A Medication Assistance and Education Program, Grow Your Own Jobs, the West Alabama Aquaculture Honors Program, and the Leadership Sumter County Program. Through these projects, which address health care, employment, economic development, leadership, and youth, more than 35 Auburn faculty collaborate with 50 individuals, organizations, and associations in West Alabama to create change in the region.

Auburn University, Montgomery

Roy H. Saigo, Chancellor

Teachers-In-Residence

Through an agreement between the Auburn University, Montgomery School of Education and the Montgomery County Public Schools, two or three classroom teachers employed by the county are appointed full-time adjunct instructors to teach education methods and classroom management courses. They also supervise interns and laboratory students. The university provides payment to the Montgomery County School System so that the teachers retain their salary and benefits, seniority, and eligibility for promotion within the school system. The payment allows the school system to hire substitutes for the teachers' regular classrooms. Because the Teachers-In-Residence return to the county school system at the end of their 2-year appointments, the Montgomery County Schools also benefit from the experience gained by the teachers.

Barnard College

Judith R. Shapiro, President

Science and Technology Entry Program (STEP)

Working with area high schools, Barnard College provides a Saturday morning program that encourages students in grades 9–12 to develop their talent for math and science. The Science and Technology Entry Program (STEP) provides minority and economically disadvantaged students access to college preparatory workshops, academic counseling, and guidance on how to choose the appropriate college. Students participate in enrichment programs during the school year and take classes on topics such as sequential math and calculus, biology, chemistry, physics, and essay writing. Program administrators, tutors, teachers, and counselors also work to include parents in their children's academic achievements.

Charles Stewart Mott Community College

Allen D. Arnold, President

Homedale Health Counseling Program

In the fall of 1996, a team of nursing students from the community nursing program at Charles Stewart Mott Community College established a field placement at Homedale Elementary School. Two to 4 days per week, students (in teams of 10) provide health education and promote healthy lifestyles to the children and families in the Homedale School District. By participating in this community-based experience, the students are developing an understanding of the relationship of health issues to other socioeconomic issues. With the supervision and support of Mott nursing faculty members, students are learning lessons that will follow them into their professional nursing careers.

Throughout the school year, the college implements strategic activities outside the classroom and in the community. Primary activities include health education sessions in the classroom, parenting workshops, health screenings and child assessments, health fairs and consultations, health career awareness, field trips, and community assessment. Homedale School has integrated these activities into the fabric of the school environment. The presence of the nursing students fills a void created when the school system lost regular access to staff nurses. The nursing students provide the community with services that exceed in volume and comprehensiveness the services previously available. Now the focus is working with entire families and not simply the students while they are in school.

Partnerships and parent engagements are special aspects of this project. Parents participate in the project and have a decisionmaking role through the Homedale School's parent advisory committee. Project partners include the Genesee County Health Department; FACED Corporation (a community-based economic development organization); and the University of Michigan School of Social Work, which joined the project this year.

The Homedale Project is in its third year of operation and is rapidly gaining partners to aid in the delivery of services to the neighborhood served by the elementary school. Approximately 500 families are served through this growing project. Notably, 45 percent of the overall population of this area of the city lives below the poverty level, 71 percent of the families are headed by single females, and 93 percent of the students qualify for free or reduced-price lunch programs. An average of 21 percent of the students are not in school on any given day because of health-related issues. Furthermore, 23 percent of the population of the school district are without vehicles, and 20 percent are without telephones.

Eastern Connecticut State University

David G. Carter, President

Service-Learning Program

Working in collaboration with local agencies and organizations, Eastern Connecticut State University sponsors a service-learning program to provide faculty leadership in addressing community issues. Under the auspices of the university's Department of Education Excellence/Faculty Development and the Career and Experiential Education Services Department, staff complete special training-service hours for students. Examples of activities sponsored by the program are a political science professor who works with students on voter registration drives, on political campaigns, and in social service agencies with direct constituent problems. Additionally, a business professor has students conduct comparative marketing plans for nonprofit and for-profit firms, and an English professor coordinates a tutoring program to increase community literacy.

Georgia Southern University

Nicholas Henry, President

Migrant Outreach Project

Migrant farm families in rural southeast Georgia have access to more educational and social services because of the Southeast Georgia Communities Project. Using faculty and students at Georgia Southern University, the project provides relief services and builds the leadership skills of the migrant farm community. Faculty and students volunteer in many ways. For example, faculty teach a 10-week civics class that prepares participants for the citizenship exam. Faculty also help the project identify participants for future leadership training. University students learn about migrant life by volunteering their time and skills as youth mentors and tutors for the migrants. Students also conduct canned food and clothing drives and engage in fundraising activities.

Indiana University, Bloomington

Kenneth R. R. Gros Louis, Vice President/Chancellor

WonderLab Museum of Science, Health, and Technology

Faculty and students at Indiana University in Bloomington are sharing science with the community through WonderLab, a nonprofit museum dedicated to science education. An Indiana University physics professor developed WonderLab and serves as its executive director. Nine undergraduates work as interns at the museum, and approximately 300 elementary education majors volunteer there through a physics course that incorporates service learning. Indiana University faculty and staff are active in developing new exhibits and making presentations.

WonderLab helps young people explore and learn about science in an informal setting through hands-on exhibits and programs. The museum also conducts outreach to schools and businesses and, through its Web site, provides a variety of information for parents and teachers. Funding comes from a variety of sources, including an ongoing capital campaign, revenue from admission fees and a gift shop, contributions, grants, an endowment, and investment income.

Kent State University

Carol A. Cartwright, President

Design Charrette

Faculty at Kent State University helped residents of South Lorain, Ohio, visualize their community's future during a weekend-long design charrette held in September 1998. A design charrette is a short, intense design experience in which interested stakeholders discuss design and development ideas for a specific site or neighborhood.

Faculty members from the university's Urban Design Center of Northeast Ohio collaborated on the charrette with the South Lorain Community Development Corporation. The corporation is developing a revitalization plan for the community's commercial areas, which have declined over the past 20 years. During the charrette, participants discussed community issues and potential development ideas. Faculty members then prepared preliminary plans and sketches showing how the community could carry out the ideas put forth at the meeting. The faculty team shared its work before the charrette ended. South Lorain's charrette helped stimulate the interest and commitment of the community, elicited ideas from a wide range of participants, and identified areas of conflict and agreement.

Norfolk State University

Marie V. McDemmond, President

Spartan Academy

Young African-American boys in Norfolk, Virginia, are improving their math, science, and computer skills through Spartan Academy, a Saturday skill-development and enrichment program. Norfolk State University's Brambleton Community Outreach Center, the Brambleton Revitalization Project, and NationsBank sponsor the program.

The academy recruits boys through their schools and a door-to-door campaign. On average, 37 boys participate in the program each semester. University instructors and public school teachers conduct the classes, with help from the 25 college students who serve as mentors to academy participants. Teachers and parents report considerable improvement in the boys' attitude toward school and in their academic performance after attending the academy.

The university's Brambleton Community Outreach Center also operates an after-school program. University students help community youth with homework and computer skills and conduct classes in dance, calligraphy, basketball, and crafts. Faculty members hold weekly classes to discuss teen issues with older students.

Palo Verde College

Donald F. Averil, Superintendent/President

Small Business Economic Development Center

The city of Blythe, California, the Blythe Chamber of Commerce, and Palo Verde College have launched a small business economic development center. The goal of the center, which opened in fall 1998, is to improve the diversity of the city's business community. In the past, Blythe has had trouble attracting new businesses because it is located on the eastern edge of Riverside County, 98 miles from any of the State's population centers. Regional economic development funds support the center.

A business management instructor at Palo Verde Community College staffs the small business economic center on a full-time basis. This individual works closely with the Blythe Chamber of Commerce to develop seminars for small business owners, offer consulting services, and publish a monthly business newsletter. The center also serves as a business incubator, helping individuals establish successful enterprises.

Rowan University

Donald Farish, President

Project for Human Services

A program at Rowan University in Glassboro, New Jersey, develops training materials and technology to facilitate the work of 3,000 caseworkers throughout New Jersey. These caseworkers, from the State's Division of Youth and Family Services (DYFS), monitor the well-being of 60,000 children. Through the Project for Human Services, university staff use their human service expertise to improve case practice services for children.

For several years, project staff have developed training materials to help DYFS staff hone the interviewing, observation, and other skills needed to conduct assessments of children who may have been abused or neglected. This year, the project staff, headed by a Rowan University psychology professor, is developing multimedia interactive computer training programs to facilitate case practice. The computer-based programs contain a variety of tools to help DYFS staff evaluate situations, including a segment on medical indicators that point to child abuse.

Project staff members also are developing training materials for supervisors, consulting with DYFS on training supervisors, and helping to develop digital video editing programs that will enable DYFS trainers to integrate tapes into their training material.

Computer Usage Training Program

Rutgers, State University of New Jersey, Newark

Norman Samuels, Provost

The Rutgers, State University of New Jersey, Newark, Computer Usage Training Program is a partnership between university faculty and local high school teachers. The goal of the program is to enable teachers to train high school students to use computers in completing their homework assignments. The program is supported by a donation of 20 new laptop computers under a grant obtained by the chair of the social studies department at Central High School and by a gift from the Rutgers Institute for Outreach and Research in Urban Education, which provided an ISDN line and computer hardware and software. The program brings high school faculty to the Rutgers campus for weekly instructional sessions. High school students also have attended weekly training sessions, during which they learned how to navigate the Internet, how to use government and university Web sites to support their research activities, and how to use the networked indexes available through the Rutgers University libraries. A number of these students commented that, as a result of their activities at Rutgers, they view the pursuit of a college education to be a more realistic and desirable goal.

Future American Scientists*Elementary-Outreach Newark (FAS*E-ONE)

Rutgers, State University of New Jersey, Newark

Norman Samuels, Provost

The Future American Scientists*Elementary-Outreach Newark (FAS*E-ONE) program is a partnership between Rutgers, State University of New Jersey, Newark, and the local public schools. FAS*E-ONE is intended to introduce children from populations that are traditionally underrepresented in the scientific professions to laboratory and other activities that may encourage them to pursue careers in the sciences. The program is implemented through a 5-week summer day camp during which 15 students from grades 2–12, along with a parent or guardian, participate in "research teams" with undergraduate and graduate students who are beneficiaries of a National Institutes of Health Minority Biomedical Research Support Grant. The young students participate in biomedical-related activities such as dissecting frogs and snakes, as well as physics, chemistry, and psychology experiments. As part of the program, the students and their parents or guardians are informed about career opportunities in the sciences and about the step-by-step requirements involved in pursuing such careers.

Rutgers-Newark Undergraduate Science Discovery Program

Rutgers, State University of New Jersey, Newark

Norman Samuels, Provost

The Rutgers-Newark Undergraduate Science Discovery Program is a partnership that enables members of several science departments at Rutgers, State University of New Jersey, Newark, to serve high school students in northern New Jersey. The program's goal is dual: to increase the number of undergraduates choosing to major in sciences and to improve the quality of their academic training. The program has many elements. Members of the Rutgers departments of biological sciences, chemistry, and physics invite high school teachers into their research laboratories during the summer months, offering them the opportunity to enhance their research skills. On Fridays during the summer, high school students also are invited to participate. A joint program with the American Chemical Society extends summer research internships to high school juniors and seniors each year, and middle school programs supported by the National Science Foundation (NSF) bring students onto the Rutgers campus to participate in the research activities of students and faculty. The physics department also opens its campus observatory and NSF-funded computerized physics lab to high school students. As a side benefit, the program serves as an "incubator" in which faculty members can experiment with strategies for improving science instruction at the K–12 grade level in the Newark metropolitan area.

Sacred Heart University

Anthony J. Cernera, President

Urban Immersion Weekends

Sacred Heart University and St. Charles Urban Center in Bridgeport, Connecticut, operate a weekend program that immerses university faculty and staff members in the life of Bridgeport's urban community. Through Operation Bridgeport, small groups of 12–15 university employees spend a weekend at St. Charles Urban Center, where they meet and work with neighbors and community leaders. Many weekend visitors live outside the city.

Sacred Heart has sponsored four immersion weekends since 1995. Since the program began, faculty members have become more involved in city service projects, and more than 700 Sacred Heart students have participated in service-learning or volunteer activities. The program has forged an important bond among all its participants, who represent a wide range of ages, races, ethnic groups, disciplines, and educational levels. In addition, Operation Bridgeport has helped local community leaders strengthen their relationships with each other. Community leaders who attended a university-sponsored grassroots leadership training seminar series, held after the first immersion weekend, later worked together to sponsor a conference series and publish a newsletter.

University of Hawaii, Manoa

Kenneth P. Mortimer, President/Chancellor

Community-Building Collaborative

Four academic units at the University of Hawaii, Manoa are helping a statewide social service agency shift its focus from client services to community building. The agency, called the Children's Center, serves Hawaiian children by addressing issues of health, education, and poverty. Faculty members from the university's School of Social Work, Department of Urban and Regional Planning, College of Tropical Agriculture and Human Resources, and the Public Administration program are developing training and education programs for the center.

Since 1996 the university has collaborated with the center on three pilot community-building projects. In Wai'anae, faculty members worked with community leaders to develop courses that focused on community-building activities. Students and faculty co-facilitated a visioning process for residents of Papakolea that helped instigate several economic development projects. In rural Ka'u, students and faculty worked with residents to develop plans for cultural centers.

University of Louisville

John W. Shumaker, President

Community-Based Pan-African Studies Program

Because of its ongoing programs with the local community, the University of Louisville (Kentucky) has been designated an Urban Grant Institution by the U.S. Department of Education. Of particular note is the University's Saturday Academy, a community-based Pan-African studies program sponsored by the Jefferson County Public Schools. Since 1991, J. Blaine Hudson, Associate Professor in the Department of Pan-African Studies, has offered this informal 3-hour seminar each Saturday morning. The academy is free and open to participants of all ages and educational backgrounds.

Topics covered include African-American history, African history, history of the Caribbean and Latin America, race and racism, diversity, education, and Pan-African cultural studies. An annual Juneteenth celebration and the local W.E.B. Du Bois Society are outgrowths of the academy. University students can attend for independent study credit. Jefferson County Public Schools teachers often participate to strengthen their preparation in intercultural education.

University of Maryland, College Park

William E. Kirwan, President

U.S. Department of Education Community Service Program and the Palmer Park and Langley Park Projects

University of Maryland faculty in the Department of Urban Studies and Planning engage in a variety of community and economic development initiatives. Though a 5-year, $1 million grant from the U.S. Department of Education Community Service Program, the Department of Urban Studies and Planning works on a variety of community development projects with the Southeast Community Organization in Baltimore and with Palmer Park in Prince George's County.

In southeast Baltimore, four faculty members are working on housing stabilization, education, public safety, and economic development to implement a community development plan. As part of the economic development component, University of Maryland students interviewed businesses and land owners in the Canton/Southeast industrial area to identify problems, firms likely to leave the area shortly, and vacant land that could be assembled for an industrial redevelopment area. With the help of the Baltimore Development Corporation, outreach to companies to help alleviate problems has begun. A site is being redeveloped for an industrial park.

For the Palmer Park Revitalization Project, the Department of Urban Studies and Planning helped Palmer Park residents prepare a community plan that contains goals and strategies for improving housing and public safety, developing community services, improving environmental quality, and fostering economic opportunity. The department helped form the Palmer Park Neighborhood Action Partnership, which has been awarded foundation grants and government funding to start an afterschool computer learning center for latchkey children, a construction skills training program, and an environmental education program.

Community service activities also are being carried out through the Langley Park Project, begun in spring 1995 as an advanced community planning graduate seminar. Its main goals are to assess needs and develop action plans. Faculty and students participate in or consult for local organizations such as CASA de Maryland and the Coalition for the Foreign Born; edit and publish a bilingual neighborhood youth newspaper; provide organizational support for Action Langley Park, a neighborhood coalition; and offer services to residents such as English-language instruction for adults, workshops on immigration and citizenship, and mentoring sessions for prospective college students.

University of Missouri, Columbia

Richard L. Wallace, Chancellor

Community Development Program

The Community Development Program of the University of Missouri, Columbia College of Agriculture, Food and Natural Resources is assisting the Neighborhood Alliance of Columbia and Boone Counties. The Community Development Program helped plan and manage the Alliance's 1998 annual conference, a participatory, futures-based action planning workshop that has increased the Alliance's visibility, credibility, and effectiveness in the community. The Alliance is working with the Columbia Planning Department to revise the land-use planning process. Several neighborhood leaders have participated in the Community Development Academy offered by the university, increasing the capacity of neighborhoods to involve their citizens in action planning.

University faculty provided program development and facilitation. Financial sponsors included the city of Columbia, Boone County, Columbia and Boone County Community Partnership, and Boone Electric Cooperative. Additional in-kind contributions of sound systems and refreshments were provided by a number of local businesses and organizations. Several Caring Community Site Councils provided babysitting.

Participation was broad and representative of the community. The two-part workshop led to the development of purpose and vision statements for the Alliance, vision themes, and action plans and priorities, with commitments from interested persons. Work has begun with the Columbia Planning Department to arrange education about and public participation in the draft of the new land-use planning process. One neighborhood association bordering the university is working with the Community Development Program to design and deliver a similar process.

University of Nebraska, Lincoln

James Moeser, Chancellor

Nebraska Main Street Program

To restore and improve historic street areas across the State, the University of Nebraska and several communities sponsor the Nebraska Main Street Program to revitalize central business districts in four communities. The program matches members of the College of Architecture with participating communities, who implement a four-point approach to community revitalization. Through organizational development, promotion, economic restructuring, and design enhancement, local residents and businesses have an opportunity to ensure sustainability through economic development and historic preservation. The program targets communities with populations of 50,000 or fewer. The Nebraska Department of Economic Development, the Nebraska State Historical Society, and the Nebraska Department of Roads also work with the university on this program.

University of New Orleans

Gregory M. St. L. O'Brien, Chancellor

Greater New Orleans Writing Project

Each summer, the English Department of the University of New Orleans brings together local teachers from primary grades through the college level to improve student writing and the teaching of writing. The Greater New Orleans Writing Project is a 5-week, intensive professional seminar in which participants read and write professional books, and share their best practices in the teaching of writing. Participants become writing consultants who, during the school year, present their teaching demonstrations in school in-service programs throughout the New Orleans metropolitan area. These teacher-consultants develop hands-on programs that demonstrate how to do more writing in classrooms; prepare for standardized testing; use writing to learn content material; evaluate and assess writing; and help students become better writers, readers, and thinkers.

University of North Carolina, Greensboro

Patricia A. Sullivan, Chancellor

Guilford Initiative for Training and Treatment Services

The Guilford Initiative for Training and Treatment Services is a university-community-family partnership that aims to build a family-centered, strength-based, collaborative service delivery model called System of Care. The Center for the Study of Social Issues at the University of North Carolina, Greensboro sponsors the initiative, which focuses on children with behavioral and emotional problems. Faculty members in 11 departments and schools at the university are developing curricula to train preprofessionals in the principles and practices of System of Care. The faculty members work with public and private service agencies and the public school system to place students in field and clinical practicums that use the model. A research component will evaluate the effectiveness of the model for training and community service delivery. The Guilford Initiative is having a substantial impact on educational curriculum and delivery of human and social services in North Carolina.

University of Osteopathic Medicine and Health Sciences

Richard Ryan, President

Children's Health Education Program

The University of Osteopathic Medicine and Health Sciences in Des Moines, Iowa, promotes good health among Des Moines public schools. During summer research-enrichment activities, the university's faculty teach students how to monitor and maintain healthy habits. To supplement the summer classes, the university is developing computer software on children's health. Public school teachers also are working with the university's faculty to conduct biomedical research that can be used to teach their students more about the health sciences.

University of Wisconsin, Parkside

John P. Keating, Chancellor

Women and Poverty Public Education Initiative

To dispel the myths and stereotypes involving people who live in poverty and to spur development of reasonable welfare policy, faculty from the University of Wisconsin, Parkside's program in women's studies, advocates, and community residents banded together. The result was the Women and Poverty Public Education Initiative, which educates the public in eight Wisconsin communities: River Falls, Menomonie, Eau Claire, La Crosse, Stevens Point, Milwaukee, Janesville/Beloit, and Racine/Kenosha. Activities include coordinating speakers bureaus, organizing public forums, generating media coverage, producing videos, and conducting collaborative research with women who are poor.

The initiative's research gathers testimony about women's actual experiences—information that is unlikely to come from other sources. It also gives those who are poor a strengthened resource base from which to speak, as the initiative continues to work with them in pressing for policy change around the State. Many communities have already developed innovative programming that addresses specific needs.

Virginia Wesleyan College

William T. Greer, Jr., President

Youth Education

Faculty at Virginia Wesleyan College have developed and implemented programs that serve the community's youth. Pipeline to the Community, a program designed by an education professor, prepares preschool children for school by allowing the children to attend class and visit the elementary school once a week with their parents. Launched in cooperation with the Virginia Beach Public School System and Virginia Natural Gas, the program connects parents with community resources to enable them to be a child's first and best teacher while the child is exposed to the learning environment.

Another program initiated by a theater professor educates adolescents from the Lake Edward Community about leadership, citizenship, and community service through the performing arts. The theater program generated students' interest in the theater by presenting a professional performance of a Shakespearean play. As a result of the performance, several students developed a traveling performance of "Little Red Riding Hood" and "Jack and the Beanstalk" that was funded by a city of Virginia Beach grant.

Washington State University, Spokane

Samuel H. Smith, President

Community Outreach Partnership Program

Since 1997, Washington State University, Spokane has worked with a variety of community institutions to improve the quality of life in a high-risk neighborhood of downtown Spokane. In the Community Outreach Partnership Program, university faculty form partnerships with key neighborhood institutions; these teams work to increase the institutions' material resources, program capacity, and organizational stability.

Currently, community-university teams are working to strengthen community organizations that address housing, social services for the chronically ill, business development, public safety, and services for elders. The various teams have developed grant applications for new services, established service learning programs, expanded neighborhood social activities, strengthened business marketing efforts, and increased community services in the neighborhood. The teams link their efforts to improve the target neighborhood with broader efforts to improve the city of Spokane.

Wayne State University

Irvin D. Reid, President

Helping Children Learn

Wayne State University faculty are working with other partners to improve schools in the Detroit area. Helping Children Learn is a program to improve the educational achievement of urban children by establishing comprehensive, school-linked services to nurture students' academic, social, emotional, and physical growth.

University faculty from the departments of psychology, social work, and education completed a monograph on best practices for comprehensive, school-linked services. The monograph was distributed in May 1998 at the Helping Children Learn Conference, sponsored by the university's Skillman Center for Children, the Wayne County Regional Educational Services Agency, and the Michigan Department of Education. Approximately 300 conference participants received and discussed the monograph and examined programs in Michigan for comprehensive, school-linked services. The collaborating organizations plan to continue the project by sponsoring a yearly conference on this issue.

Following the 1998 conference, 30 university faculty from a variety of disciplines formed the Full Services School Consortium. The consortium will provide technical assistance and support to three partner schools in southeast Michigan. In exchange, the university will receive suggestions for curriculum enhancements to ensure that its graduates receive proper training to work in schools that offer comprehensive services.

Wilmington College

Daniel DiBiasio, President

Hot Hoops

Leaders from Wilmington College and the city of Wilmington, Ohio, are working together to educate and inspire African-American young people by playing basketball with them. The young people, some of whom have been in trouble at school or with the police, gather at the facility weekly in spring and summer for the Hot Hoops program. They hear an inspirational speaker and then play basketball with college faculty, administrators, students, and community leaders. Young people learn quickly that the "big shots"—including the college president and the city prosecutor—care about them. Each of the young people eventually chooses one adult to be his or her mentor. The Hot Hoops program, established in 1994, aims to increase the self-esteem of young participants and keep them from getting involved in drugs, violence, and crime. The college's director of multicultural affairs directs the program.

STUDENT VOLUNTEERISM

Allegheny College

Richard J. Cook, President

Community Development Program

In collaboration with numerous organizations, businesses, and agencies in Meadville, Pennsylvania, Allegheny College offers a community development program that targets economic and environmental issues in the region. Coordinated through the College's Center for Economic and Environmental Development, the Community Development Program highlights local issues that may improve the quality of life for residents and communities. Among the student activities included in the program are the Greening the Gateway landscaping project; pollution prevention efforts; workshops in forestry; and the French Creek Project, which monitors water quality. In addition, the program works to enhance rural, communitywide technology networks to support education and economic development through videoconferencing, Internet access, and public seminars. Among the partners in the Community Development Program are the Meadville Community Energy Project, the Meadville Western Crawford County Chamber of Commerce, and the Crawford County Development Corporation.

Alverno College

Joel Reed, President

Bottomless Closet Project

Alverno College's Students in Free Enterprise (SIFE) teamed up with Bottomless Closet, a local community organization that provides job training, to collect business clothing for women moving from welfare to work. Providing business clothing to women preparing for job interviews is just the first step of the program. Students also work to motivate and teach job-readiness skills to Bottomless Closet clients. As a part of this initiative, the students organized and presented workshops on motivation, job skills, and punctuality. A promotional plan also was developed to make the community more aware of the work done by, and the needs of, Bottomless Closet.

Alverno College

Joel Reed, President

Economics in Action

Students in grades 4–6 are learning more about economics with the help of a program called Starship Free Enterprise, which was developed by Alverno College students. Once a month, the college students meet with and engage the elementary school students in a discussion of economic problems faced by an official on a make-believe planet, and the elementary students develop ways to solve the problems. During the discussions, the children develop social and communication skills, learn civic and global responsibility, and are exposed to new careers. The program has taught the children about supply and demand, opportunity costs, the effect of advertising, and how economics plays a part in so much of their daily lives.

Workshops for Youth

Alverno College

Joel Reed, President

Students in Free Enterprise (SIFE), a student organization at Alverno College, conducted several workshops that focused on teens and their desire to be better prepared for the business world. In one program, students planned and hosted a series of six workshops for disadvantaged youth in the inner city of Milwaukee. More than 100 workshop attendees learned ways to improve their attitude and become aware of what is going on in their community. Workshop topics included how to develop a successful attitude, how to set goals for personal improvement, and an overview of local politics and the economy.

After bankruptcies hit an all-time high in 1997, a second initiative was developed, based on survey findings that cities that teach students about personal finance experience a lower incidence of bankruptcy. As a result, members of SIFE decided to find out how much area teens knew about finance and what they would like to know more about. The survey indicated that teens want to know more about how to get a job and how to save and spend money wisely. A workshop called Teach Me Some Cents was developed to address these concerns and was presented at a Milwaukee public school.

Literacy Hotline

Augusta State University

William A. Bloodworth, Jr., President

Because of the large number of local residents needing English language and reading skills, Augusta State University teamed up with several partners to provide a 24-hour telephone literacy hotline. Under the supervision of a certified teacher, undergraduate and graduate students tutor callers in reading, writing, speaking, or English as a second language. The Metro Adult Literacy Council promotes awareness of the literacy issues to the community. The Bell South Telephone Pioneers funds the hotline, which is on the university's campus.

Public Achievement

Avila College

Larry Kramer, President

Conception Seminary College

Benedict Neenan, OSB, President/Rector

Rockhurst College

Edward Kinerk, SJ President

Elementary school students in Kansas City are learning how to be good citizens through Public Achievement. The program teams up Kansas City elementary students with college "coaches" to identify a school or community problem and develop strategies to solve that problem. Coaches are undergraduates at Avila College, Rockhurst College, and Conception Seminary College.

After young people have identified their concerns, they research the issues, select a course of action, and work to make their desired change happen. The college coaches do not define projects, decide courses of action, or lead groups. Instead, the young participants bring about change by making their own decisions and doing the work of citizens in a democracy. The Ewing Marion Kauffman Foundation of Kansas City funds the program.

Baker College of Port Huron

Gary L. Sullenger, President

Tax Preparation for Low-Income Individuals

Baker College of Port Huron, in partnership with The United Way, sponsors tax preparation for low-income individuals in St. Clair County, Michigan. Students prepare citizens' tax returns at no cost, either on campus or at specified United Way-sponsored sites. This is an excellent opportunity for students to apply their knowledge of tax preparation to actual tax returns. Additionally, it provides members of the local community with a service that helps them live more within their means.

Ball State University

John E. Worthen, President

Student Voluntary Services Program

To enhance community development in Muncie and surrounding neighborhoods, Ball State University sponsors the Student Voluntary Services Program, which acts as a clearinghouse for students to conduct community service and service-learning efforts. Besides coordinating 30 community service events each semester, the program serves as a conduit between students and community organizations and agencies for long-term learning opportunities as well as individual, one-time service projects. Under the direction of student coordinators, volunteers work in corrections and community programs and in programs for the elderly, the disabled, and youth. Sample projects include a leaf removal project, Lend a Hand Day, and holiday projects such as Dear Santa and the angel tree.

Berklee College of Music

Lee Eliot Berk, President

Promoting Music Education of Boston Students

In concert with Boston area schools, Berklee College of Music is providing a way for middle and high school students to attain a music education that is often not available in the public schools. Berklee's Office of Community Affairs developed several programs to increase the community's appreciation and understanding of music. To attain these goals, students and faculty at Berklee serve as mentors for public school students contemplating music careers; high school students can participate in the Berklee City Music Program, which provides them with college-level music experiences while they are still in high school. The Summer Youth Scholarship for Talent and Excellence in Music offers scholarships to Boston high school students, who attend a 5-week program that emphasizes jazz and other forms of urban contemporary music. Most recently, Berklee held auditions for singers and instrumentalists in Boston public housing developments and chose students to attend the Summer Performance Program. Those selected also will record a compact disc that will be used as a part of the Boston Housing Authority's youth development program, Youth on the Rise.

Bethune-Cookman College

Oswald P. Bronson, Sr., President

Project Reclaim

At Bethune-Cookman College, Project Reclaim is the vehicle through which students learn about the opportunities to help local service organizations benefit the community. Project Reclaim partners include the Daytona Beach Community Development Office, Meals on Wheels, Good Samaritan Senior Home, several schools and community centers, and local programs that address juvenile justice. Among other activities, Bethune-Cookman students have created communitywide children's choirs, mentored first-time youth offenders, encouraged elementary school students to read, and painted the homes of disabled senior citizens. Because of this connection to the community, some students have changed majors or declared minor areas of study as they realize their potential to benefit others.

Birmingham-Southern College

Neal R. Berte, President

Birmingham-Southern College Meals on Wheels

By forming a partnership with the local community, a program begun by students from Birmingham-Southern College to help elderly persons in an adjacent neighborhood is having far-reaching effects. Originally, students were to participate in a Meals on Wheels Program, delivering food 5 days a week to 12 elderly neighbors. The strong relationship that developed between the students and this special population resulted in expansion of the program to include painting porches, cleaning up, and generally assisting with small home-improvement projects for the seniors. An additional expansion of the program is under way, with plans to arrange for extracurricular activities involving the students and the seniors.

Birmingham-Southern College

Neal R. Berte, President

Woodrow Wilson Tutoring Program

As a result of a strong collaboration between Birmingham-Southern College and Woodrow Wilson Elementary School, the Partners in Education Program allows college students to offer one-on-one tutoring for the students as well as to assist the teachers on a weekly basis. The Woodrow Wilson Tutoring Program has been so successful that it has been expanded to involve a separate mentoring program for at-risk students, three teacher appreciation breakfasts a year, and many activities with the Scout troops at the school, including overnights at the college, KIDS College (a Saturday event filled with science, math, and English classes at the college, plus lunch), and field trips. In turn, Woodrow Wilson Elementary School has included the college tutors in community activities such as PTA meetings, barbecues, and special events. The Bruno Foundation and the Henry Luce Foundation fund this program.

Bluffton College

Lee Snyder, President

Sharing Our Service

New and returning students at Bluffton College start their school year by doing volunteer work for various social service organizations. Through Sharing Our Service, the college and 10 organizations in the village of Bluffton encourage students to become responsible citizens by serving their community. Sharing Our Service takes place during the college's week-long orientation for new students. During this week, students living in campus housing volunteer to work on short-term service projects that village service organizations design. The college Student Life Office transports students to work sites, and community organizations provide any needed tools and equipment. In addition, student organizations cosponsor the activities at each work site and provide additional volunteers. At the start of the 1998–99 academic year, students did yard work, painted, and moved furniture at the local homeless shelter. A local senior citizen agency paired students with older persons needing help with home maintenance. One student group helped the village's maintenance department prune trees, weed, and remove litter at a local park.

Briar Cliff College

Margaret Wick, President

Briar Cliff Cares

Briar Cliff College promotes learning through service. Briar Cliff Cares, a college-run community service organization, is the vehicle used to expose students to the needs of the community. In one project, student volunteers repainted a house for an elderly homeowner. The Paint-a-thon took place with the help of local businesses that provided paint and other supplies. Students spent more than 175 service hours painting the two-story house and garage. The Paint-a-thon is the 35th such project conducted by Briar Cliff Cares.

Two other projects provided contact with the elderly and disabled population from the surrounding community. Students organized a senior citizen homecoming, with 190 guests from 9 nursing care and residential care facilities attending a dinner and enjoying special entertainment on Briar Cliff's campus. A Christmas party was held for Siouxland Residential Care residents, who range in age from 19 to 79 and have various disabilities. In addition to spending time with the students, residents received gifts donated by employee, student, and campus organizations.

California State University, Northridge

Blenda J. Wilson, President

Commitment to Community Service Learning

To improve the quality of life in nearby neighborhoods, California State University, Northridge, sponsors the university Commitment to Community Service Learning. Coordinated by the university Center for Community Service Learning, activities include providing student interns to overburdened government programs; offering tutoring and education opportunities through the Chicano Studies, Pan-African Studies, and Asian American Studies departments; and teaching computer classes to at-risk local residents. In addition, the program offers art, theater, and physical education enrichment classes to grades K–5 in the Los Angeles Unified School District and brings environmental educational opportunities to various community groups. The program is the result of a collaboration among the university, the Western Region Campus Compact Consortium, the Pacoima Beautiful Community Group, New Directions for Youth, and Learn and Service America.

California State University, San Bernardino

Albert K. Karnig, President

Hispanics and Elders Learning Partnership

To teach English to local Hispanic adults, California State University, San Bernardino, sponsors the Hispanics and Elders Learning Partnership, which provides free English language development classes taught by the area's senior citizens. Operated through the College of Extended Learning, the program trains local senior citizens through a noncredit certificate program. Upon completion of the program, the elders begin outreach teaching assignments within selected public schools in the counties of San Bernardino and Riverside. While the instructors are paid an hourly wage, the classes are free to non-English-speaking Hispanic adults. The project also provides services such as child care to encourage participation. This effort is a collaboration among the university, the California State University Commission on the Extended University, and the San Bernardino City Unified School District.

Calvin College

Gaylen J. Byker, President

StreetFest

For the past 6 years, Calvin College's first-year students have participated in an ambitious introduction to the needs of Grand Rapids: StreetFest, an integral component of Calvin's orientation program. Each year StreetFest sees approximately 1,000 students participate in a 4-hour volunteer project with a community organization. Before they take a single class, often before they even buy their books, Calvin's first-year students sweep sidewalks, feed the hungry, trim bushes, entertain senior citizens, and participate in other projects and actions. StreetFest happens at Calvin because this Christian liberal arts college believes strongly in the value of volunteering and service. In fact, Calvin believes so strongly in public service that it generally refers to volunteering as service learning, a term that captures the reciprocal benefits of helping others.

About 60 Calvin staff, faculty, and alumni mentors lead teams of 16 or 17 first-year students at 30 different sites around the city during the 2-day project. The 4-hour time slots include a brief orientation to the site and agency, 2 hours of volunteer labor, and a period of reflection at the end. The project is voluntary, but last year almost 80 percent of the school's first-year class took part in StreetFest.

Cayuga County Community College

Dennis Golladay, President

Habitat for Humanity Program

Since February 1998, Cayuga Community College has worked in collaboration with the Habitat for Humanity to renovate houses for families who otherwise might not be able to afford housing. On the first Saturday of each month, students, faculty, staff, and administrators join together and lend a hand to houses identified by Habitat for Humanity as needing repairs. Truly reflective of this team effort has been the involvement of members of Cayuga's Spartan football team, who have put their muscle into giving back to their local community.

College of Santa Fe

James A. Fries, President

Community Service Volunteers

To help Santa Fe meet its growing community service needs, Santa Fe College participates in a number of activities. Volunteers work with afterschool programs to fill in the gaps in school curriculums in areas such as music, art, and physical education. Students volunteer at homeless shelters and local soup kitchens to provide services to the elderly, children, homeless people, and others who have few resources. The college takes on special projects with disabled children and adults, matching an exceptional student with an appropriate background to people in need. The college has worked with local housing projects doing basic cleanup and safety assessments, and tutors volunteer at the local Boys and Girls Club. Other projects include an annual AIDS Awareness Day event when the college lights candles at dusk and places them in homemade lanterns around its AIDS garden.

College of William and Mary

Timothy J. Sullivan, President

College Partnership for Kids

College Partnership for Kids is a student-led tutoring program sponsored by the Office of Student Volunteer Services at the College of William and Mary. The program helps students at 11 elementary and middle schools in the Williamsburg-James City County school system. Each semester, more than 100 college students provide weekly assistance to hundreds of children in a variety of subjects. Some students focus on one-on-one sessions, while others work with small groups. The children frequently see their college tutors as role models and friends, leading to relationships that last throughout the year and sometimes longer. The developing friendships play a great part in improving the children's self-esteem; this improved self-image can have positive effects on the children's academic achievements and efforts.

School partners play the crucial role of identifying academically needy students, providing the tutoring spaces, and orienting the college volunteers to the school policies and special needs of individual students. A William and Mary student program director is assigned to each of the schools to ensure close communication and maintain the reliability of the tutors. The college also coordinates transportation and inservice tutor training for the volunteers.

Most of the funding and operational support for College Partnership for Kids come from William and Mary's Student Affairs Division, through the Office of Student Volunteer Services. Program oversight is by the Office of Student Volunteer Services Coordinator; direct supervision of the volunteers is provided by a graduate student from the office.

College of William and Mary

Timothy J. Sullivan, President

Project Phoenix

One way to help local children achieve academic excellence in Williamsburg is through the Project Phoenix program at the College of William and Mary, which provides tutoring, mentoring, and recreational activities for 45 middle school children who are not experiencing academic or social success.

Among the services and activities that this student-led community youth initiative offers are tutoring sessions, mentoring, educational and recreational field trips, and workshops and activities for youth aged 11–14 years. In addition, the 80 tutors provide more than 8,000 hours of community service involving 30 enrichment programs that target life skills, recreation, career exploration, civic responsibility, and cultural awareness.

The program is the result of a collaboration between the college and the Project Phoenix Community Partners, School Resource Officers from James City County Police Department, and Big Brothers/Big Sisters.

Eckerd College

Peter H. Armacost, President

St. Petersburg Times Festival of Reading

The annual St. Petersburg Times Festival of Reading, held in partnership with Eckerd College in St. Petersburg, Florida, celebrates reading and is open to people of all ages. The festival highlights the multicultural aspects of literature in America in terms of both content and readership. At the festival, writers from a variety of backgrounds interact with a diverse audience. Activities include workshops for authors, children's activities, music, book sales, and public readings. Festival participants can meet their favorite authors during interactive sessions following lectures and workshops. The children's area, where all elementary school-aged children receive a free book, emphasizes the theme "Reading Is Fun." Because of its national contacts in American literature, Eckerd College can send a variety of authors to the festival. Authors include faculty, alumni, mystery and science fiction writers, other authors from Florida, and authors of children's books. Entertainment and food round out the festivities.

Edison Community College

Kenneth Walker, President

Volunteer Fair

As a way of increasing community interest in volunteerism, Edison Community College sponsors the Volunteer Fair for residents in Fort Myers, Florida. This program allows Lee County agencies to recruit and simultaneously assist volunteers in choosing a cause that matches their interests. The 1-day event attracted approximately 5,000 individuals, including students from the college, Florida Gulf Coast University, and local high schools. The program is the result of a collaboration among the college and representatives of local agencies, organizations, and businesses, including the local newspaper, New Press.

Embry-Riddle Aeronautical University

Cap Parlier,
Chief Operating Officer

Community Services Program

Working with local social service agencies, public schools, and community organizations, Embry-Riddle Aeronautical University sponsors a program that provides a variety of community services to residents, including tutoring at-risk middle school students. The program also coordinates the services of student members of the Arnold Air Society, an honorary service organization of Air Force ROTC cadets. Activities include hosting blood drives for United Blood Services and offering recreational events at the Veterans Affairs Medical Center. Students also participate in volunteer activities with the Crystal Manor residence home, Habitat for Humanity, and Special Olympics. The program incorporates the work of the Residence Halls Association, which hosts a safe trick-or-treat event for local parents and their children in campus residence halls.

Fairleigh Dickinson University

Francis J. Mertz,
President

Visitation to Elementary Schools Program

To encourage science as a career option, Fairleigh Dickinson University sponsors the Visitation to Elementary Schools Program, which brings university students into local elementary schools to demonstrate safe and eye-catching chemical reactions.

To show that chemistry can be fun, 12 chemistry and biology majors carefully demonstrate simple chemical reactions to fifth and eighth graders at 3 local schools. The students choose the reactions they want to demonstrate, divide responsibilities, secure the chemicals and equipment, prepare the required solutions, and drive to the schools to deliver their presentations. Color changes, oscillating reactions, and pennies changing from copper to "silver" to "gold" are among the exciting chemical displays during the 45-minute demonstrations. To show that science is not limited to men, 10 of the students are women.

Flagler College

William L. Proctor,
President

Home Team Program

By working in partnership with Trinity Episcopal Church and the St. Johns Housing Partnership, Flagler College provides home repairs by student volunteers for low-income homeowners in St. Johns County, Florida. The Home Team Program coordinates the efforts of more than 30 students who provide services such as painting, carpentry, roofing, and yard clearance for low-income homeowners. Since 1998, four homes have been refurbished and completion of four to six additional homes is targeted for spring 1999. Materials and technical supervision are coordinated by the St. Johns County Housing Partnership, with funding from the State Housing Initiative Partnership and the Department of Energy Weatherization Program. Trinity Episcopal Church provides meals and refreshments for the student volunteers.

Florida Gulf Coast University

Roy E. McTarnaghan, President

EaglesConnect Service Learning Program

Florida Gulf Coast University, the first State university in Florida to institute a service component for all undergraduate degrees, requires entering freshmen to perform 80 hours of community service through its EaglesConnect program. Students transferring to Florida Gulf Coast as juniors or seniors are required to perform 40 hours. Facilitated by Florida Gulf Coast's Office of Community Learning and Special Programs, the mission of EaglesConnect stresses service learning. This goal has translated into a real commitment by faculty, staff, and students to volunteer in the community. More than 100 community agencies and organizations throughout a 5-county area have embraced the opportunity to collaborate with Florida Gulf Coast by providing service-learning opportunities. Activities range from tutoring elementary, middle, and high school students to working with the elderly to maintaining local nature trails.

Furman University

David E. Shi, President

Collegiate Educational Service Corps Program

Working in collaboration with 93 agencies in the Greenville area, Furman University provides the Collegiate Educational Service Corps Program that directly links students with their local community. More than half of Furman's 2,500 students are involved in the program. Students organize and administer the program, volunteering as tutors in local schools, running errands for senior citizens or wheelchair-bound cancer patients, mentoring children of alcoholics and crack addicts, and delivering leftover food from the university's dining hall to soup kitchens and homeless shelters. A sample activity is the construction of 22 homes during the past 8 years through an affiliation with Habitat for Humanity.

A past winner of the South Carolina Governor's Award, the Collegiate Educational Service Corps Program has twice been a finalist in the National Center for Voluntary Action's program recognizing volunteer service and achievement. Most recently, the program won the 1998 Volunteer of the Year Award from the South Carolina Health Care Association for its contributions to the nursing home industry.

Gadsden State Community College

Victor Ficker, President

Martin Luther King, Jr., Health Service Day

In Gadsden, Alabama, "Health Awareness" was the theme for the community's 1998 annual celebration of the birthday of Martin Luther King, Jr. Gadsden State Community College faculty and students worked in cooperation with prominent individuals in the community and organizations such as Riverview Regional Medical Center, Gadsden Regional Medical Center, Quality of Life Health Services, and the Etowah County Health Department. Health screenings, awareness and prevention programs, and workshops were conducted during the week at sites throughout the city, including clinics, hospitals, college campuses, and community centers. Faculty members coordinated the project and supervised Gadsden students in the practical and registered nursing curriculums. Students assisted with intake forms, health histories, and screenings for blood pressure, cholesterol, and chiropractic problems.

Gannon University

David A. Rubino, President

Hooked on Books

Faculty, staff, and students at Gannon University in Erie, Pennsylvania, are working with the Neighborhood Art House to share their love of reading with inner-city children ages 7–14. Each semester, the afterschool program matches university volunteers with one or more reading pals. The volunteers and reading pals share their favorite stories during reading sessions. Children in the program enjoy one-on-one interaction with a caring adult (frequently lacking in their home lives). Additionally, they develop a love for reading that helps them succeed academically. Reading sessions take place during the fall and spring semesters. A summer program operates during the lunch hour so that area business executives can serve as volunteer readers. The Neighborhood Art House provides a reading room during the fall and spring semesters and outdoor reading space during the summer.

Gannon University

David A. Rubino, President

Martin Luther King Day Service Initiative

In partnership with the Martin Luther King, Jr., Center in Erie, Pennsylvania, the Martin Luther King Day Service Initiative sponsored by Gannon University provides homework assistance, tutoring, mentoring, and coaching to inner-city children ages 7–14. The afterschool program involves the services of college athletes, who work with the children by tutoring, mentoring, and coaching recreational activities. By serving as role models, the students encourage the children to pursue their academic studies with as much interest as they pursue their sports activities. In addition to the weekly programming hosted at the Martin Luther King, Jr., Center, tournament play in basketball at Gannon University's recreational center exposes the children to a college setting to reinforce their educational pursuits. The Corporation for National Service, Gannon University, and the Martin Luther King, Jr., Center fund this program.

Putting Children First

Hastings College

Richard Hoover, President

Hastings College students form 70 percent of the volunteer population of Big Brothers/Big Sisters of Hastings. Thirty-five Hastings College students participated in this program during the 1998–99 academic year. Students are matched with a child from the Hastings area who needs the friendship and support of a caring adult. Last spring, a Hastings College sophomore was recognized for outstanding service to the organization by being named Hastings Area Big Sister of the Year.

Working in the Community

Hastings College

Richard Hoover, President

The Student Association sponsors several volunteer projects through its Community Affairs Committee. Each year, the association sponsors a social event at The Kensington, an assisted-living residence for the elderly in downtown Hastings. The college students dance, sing Christmas carols, and converse with the residents all in an effort to bring holiday cheer to the senior citizens. In November, the students participate in the annual Turkey Basket project, providing Thanksgiving dinners to several needy families in the community. Student Association members help at the local Emergency Protective Shelter by sorting and boxing clothing and other items for underprivileged or neglected children. The association also participates in the annual United Way/CHAD (Combined Health Agencies Drive) fundraising campaign. In 1998, students contributed more than $400 to these worthy causes.

Peer Umbrella Network

Hastings College

Richard Hoover, President

Hastings College combines peer education groups into one organization, the Peer Umbrella Network. Through the coordinated efforts of this network, nearly 100 Hastings College students educate the campus and the community on important health-related issues. The Student Health Advisory Council sponsors a Red Cross Bloodmobile on campus each semester. Nearly 200 student volunteers help to organize and manage the activity. The college chapters of BACCHUS (Boost Alcohol Consciousness Concerning the Health of University Students), CARE (College Acquaintance Rape Educators), and PHIVE-O (Peer HIV Education Organization) make presentations at high schools, middle schools, elementary schools, treatment centers, churches, and regional and national conferences. The student health organizations help many organizations, including the Nebraska AIDS project and the Spouse Abuse Sexual Assault Center. The students also serve on a variety of community boards and assist with the local drug-free high school group, which was initiated by a Hastings College student.

Holy Cross College

Richard Gilman, CSC, President

Homework Tutoring Program

To increase educational opportunities for young students in Notre Dame, Indiana, the Homework Tutoring Program provides Holy Cross College students to tutor 9,500 local elementary students in grades 3–8 free of charge.

The Homework Tutoring Program is conducted in conjunction with the Special Services Department of the St. Joseph County Library. It offers one-on-one tutoring on a weekly basis to specially assigned students who are required to bring homework and participate by asking and answering questions during the session. The library contributes the meeting space and free access to computers. The program highlights parental involvement, and ongoing evaluations by parents are conducted to monitor each child's progress.

Huntington College

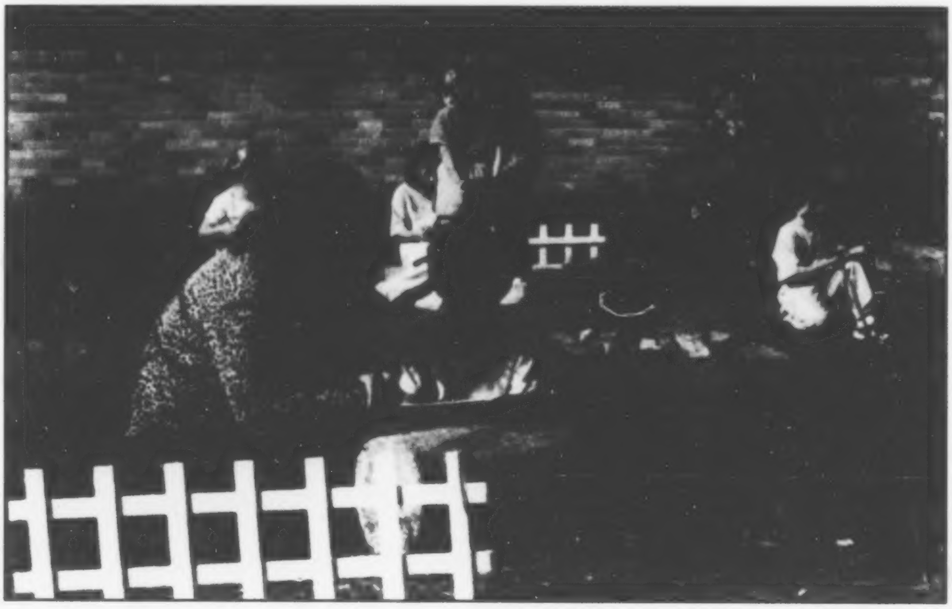
G. Blair Dowden, President

Joe Mertz Center for Volunteer Service

The Joe Mertz Center for Volunteer Service at Huntington College is a student-directed organization that mobilizes the campus community for service. The center aims to involve students in local neighborhoods, instill in them a lifelong tendency toward service, and promote the idea that one person can make a difference.

Huntington established the center in 1992 with funding from the Joe Mertz Foundation. Undergraduates tutor at-risk children at local public schools and act as positive role models for juveniles referred to the center by law enforcement agencies. Students also raise money and provide manual labor to build decent homes for needy families. First- and second-year students participate in a half-day of community service during the college's orientation weekend.

Since the center's founding, volunteer efforts by students, faculty, and staff increased from 6,400 hours of service in 1992–93 to 10,250 hours in 1997–98. More than half (62 percent) of full-time students help 90 different agencies, organizations, and individuals.



Inter American University of Puerto Rico, Ponce Campus

Vilma Colon, Chancellor

Sociomoral Infrastructure Project

The Ponce Campus of Inter American University sends student volunteers to Hoya Llanita, a small rural community of 60 families who are living well below the average socioeconomic level for the island. To date, projects have included food and clothing drives; a community cleanup campaign; visits to an ambulatory health clinic; a variety of academic programs for students, including orientation and tutoring; adult programs in literacy; and adult workshops in making and operating a family budget and in preparing for an employment interview. Student organizations also have sponsored a variety of cultural activities, including a Thanksgiving dinner for the entire community, an artistic night, a poetry competition, and a Christmas program.

Johnson & Wales University

John A. Yena, President

Senior Citizens Computer Training

The Alan Shawn Feinstein Community Service Center at Johnson & Wales University, in cooperation with the American Association of Retired Persons (AARP), offers a program in which senior citizens are taught basic Windows functions and Microsoft Word. The class runs twice a week for 6 weeks. Approximately half of the class time is spent in lecture, and the other half of the time is spent in tutorials.

AARP selects "senior students" who need to develop new skills to function in today's work environment. The Alan Shawn Feinstein Community Service Center recruits university students, who tutor and work with the seniors during class and help the seniors complete a weekly assignment. The Feinstein Center also recruits instructors for the program, and the university provides state-of-the-art computer laboratories for the class. This program not only provides very practical skills for the seniors but also allows them a glimpse into the world of technology and computers. Furthermore, it helps bridge a generation gap between the senior students and the college students and fosters appreciation between generations. More than 140 senior citizens have graduated from the program.

Judson College

David E. Potts, President

Tutoring Programs

To increase the learning skills of disadvantaged students in Marion, Alabama, the Education Department at Judson College offers two tutoring programs that serve children in different age groups.

Working in partnership with the Perry County school system, the college sponsors a tutoring program that targets children in grades K–3 at Marion Elementary School. This program provides a one-on-one relationship between the tutor and the student, and the program's primary area of concentration is on increasing each child's reading skills.

A second program, offered in conjunction with the Berean Baptist Church, provides tutoring in various subjects to students of all ages. Held in the church's facilities, the program offers support and guidance to 30 students who meet 2 nights a week with their tutors. A college coordinator serves as the liaison between the tutors and the students' teachers to match tutor skills with each child's academic needs.

Kent State University

Carol A. Cartwright, President

Juvenile Justice Assistants Program

To create a link between the university and overburdened juvenile justice agencies in Northeast Ohio, the Juvenile Justice Assistants Program at Kent State University places qualified university students and local residents in local law enforcement or victim service agencies. In partnership with 25 youth agencies through Northeast Ohio, the Department of Criminal Justice Studies at Kent State places students in various justice settings, including juvenile courts, detention centers, residential treatment centers, group homes, victim/witness programs, and child protective services. Among the services provided by the program are administrative support, evaluative research, and proposal writing.

Maryland Institute, College of Art

Fred Lazaurus, IV, President

Baltimore Youth Television

Maryland Institute, College of Art is the lead organization in Baltimore Youth Television, an innovative program that teaches video creation to Baltimore City youth. Baltimore Youth Television has four objectives: to teach students practical production skills, to teach students how to work together as a group, to teach media literacy, and to teach students how to communicate in a group. Participating schools are selected in consultation with the Baltimore City Department of Education and the Mayor's Committee on Art and Culture. Each participating school selects a group of youngsters who form a production unit led by a master video artist/instructor and a video intern. During a 3-month period, each production unit engages in full-day, hands-on shooting on location, editing, special field trips, and presentations. The program culminates in a gala public screening of the completed videos at the Baltimore Museum of Art, and videos are broadcast on a local affiliate television station. While learning to make a video, youngsters develop important skills that are applicable to school and life.

Partners involved in creating and implementing Baltimore Youth Television include the Maryland Institute, College of Art; the University of Maryland Baltimore County, Department of Visual Arts; the Enoch Pratt Free Library Audiovisual Department; the Mayor's Advisory Committee on Art and Culture; Towson University, Visual Media Lab; University of Baltimore, School of Communications and Design; WJZ TV; Baltimore Learning Communities project of the Baltimore Public Schools; Institute for Policy Studies at Johns Hopkins University; and Teach Baltimore. Additional program support has been provided by the Baltimore City Council; Baltimore Museum of Art; The William G. Baker, Jr., Memorial Fund; the Lewis Baer Fund of the Baltimore Community Foundation; the Koinonia Foundation, Inc.; the Maryland State Arts Council; and Biddle Street Catering.

Memphis College of Art

Jeffrey Nesin, President

ARTELI Student Volunteer Project

In the Memphis College of Art ARTELI Student Volunteer Project, students participate in community outreach by teaching and sharing art activities with local school children. College students have worked with children from Memphis city schools, private schools, Big Sisters and Big Brothers of Memphis, the Memphis Boys Clubs, and St. Jude Children's Research Hospital. College juniors and seniors have completed internships with art teachers in the city schools. All school children have the opportunity to tour the college and learn about careers in art.

The college works in cooperation with the Memphis Museum Educators Consortium to provide assistance to school teachers. The museums, in turn, keep the college informed about exhibits and activities relevant to the art students. The Memphis Arts Council has provided grant monies for supplies and for some college students qualifying for work study.

Midway College

Allyson Hughes Handley, President

Leadership-Scholarship Program

Each year, 14 students from Midway College in Midway, Kentucky, study leadership development and work with community organizations on a variety of service-based projects. The students participate in the Ruth Slack Roach Leadership-Scholarship Program and receive partial and full scholarships for their work.

Program participants have worked with a local elementary school on several projects aimed at instilling an appreciation of community service in young students. Through one project, the college students taught fifth and sixth graders the meaning of community service and guided them in planning and carrying out their own service projects. Students painted curbs, picked up trash, refurbished the school's outdoor basketball court, and visited elderly residents of the community. Through a second project, the college students helped prepare a soup-and-bread supper held at the elementary school to raise money for the Woodford County Food Bank. The college students taught the youngsters about hunger in the community and then involved them in various aspect of the dinner's preparation. The dinner was coordinated through a nationwide project called The Empty Bowl Supper.

Montserrat College of Art

John W. Raimo, President

Mural Painting Projects

Art students at Montserrat College of Art are working with various partners to paint murals throughout the school's Beverly, Massachusetts, community. The college's Student Council Association organizes the projects through its Community Service Committee. Projects help students appreciate the importance of community service and help the local community understand the value of art.

Students have worked with local elementary schoolchildren to create playground and cafeteria murals at two city schools. Another group helped students at Beverly High School paint a mural based on the science curriculum. Through a collaboration with the Cabot Street Cinema Theater, students completed a mural on the side of a historic downtown Beverly cinema as part of their normal coursework. Most recently, the Community Service Committee agreed to work with the Danvers Fire Department to paint the department's Fire Safety Trailer with scenes depicting fire safety.

Mt. San Antonio College

William H. Fedderson, Superintendent/President

Physician Assistant Preparatory Program

To increase community access to health care and social services, Mt. San Antonio College sponsors the Physician Assistant Preparatory program. In collaboration with many local agencies and schools, the program annually sponsors 20 community service projects related to the fields of health care and social services. These projects include a night of entertainment and food for children at the Ronald McDonald House in Los Angeles, refurbishment of a women's shelter in the city of Pomona, food preparation for the homeless at the Union Rescue Mission, a bone marrow drive conducted with The Bone Marrow Foundation and the Leukemia Society of America, a Valentine's Day project at a Santa Monica Senior Citizens Center, and participation in the Special Olympics at Laternman State Hospital. In addition, students work in partnership with the local school district's alternative high school to offer a mentoring program for middle school students at risk for drug abuse. Because the program is operated without a budget or college funds, students solicit donations of food and materials for the various projects.

Mount Union College

Harold M. Kolenbrander, President

Dowling Mentoring Program

To increase the educational opportunities of disadvantaged youth in Alliance, Ohio, Mount Union College sponsors the Dowling Mentoring Program for middle school and high school students who show promise of a long-term commitment to academics and personal growth, but lack the advantages necessary for success.

Serving students in the Alliance and West Branch school districts, the program highlights the development of leadership skills, community involvement, building self-esteem, improving academic skills, and establishing ideals of citizenship. Community service projects include community breakfasts, wrapping gifts for the Salvation Army Wish Tree, conducting a book sale at Rodman Public Library, and doing repair work at local nonprofit organizations. In addition, the program offers enrichment activities such as field trips to the Cleveland Natural History Museum, ice skating, and parent/student banquets.

Northeastern Illinois University

Salme H. Steinberg, President

Alumni Mentors

African-American male alumni of Chicago's Northeastern Illinois University are serving as mentors for at-risk, African-American male high school students through a program sponsored by the university and local high schools. Mentors encourage and guide each student as he develops his character and defines his relationship with his family and community. Through word, example, and experience, mentors serve as role models and give the students individualized support systems.

Mentors and students meet individually throughout the year, and the university plans group activities to encourage fellowship among program participants. Relationships between students and mentors develop through participation in church activities, sports, and telephone conversations. Mentors attend monthly meetings to plan activities and talk about the progress they are making with students. Currently, 30 students from Chicago-area high schools participate in the program.

Ocean County College

Milton Shaw, President

Feed a Body/Feed a Mind

Phi Theta Kappa members at Ocean County College recently sponsored the Feed a Body/Feed a Mind project in conjunction with the Toms River (New Jersey) Intermediate West School. Working with the school's seventh and eighth graders, Phi Theta Kappa members collected books and nonperishable food items for low-income residents of the county. The student organization hosted a story hour at a local library in November 1998, and children who attended received free books. The organization plans to offer the same program at other libraries throughout the county during 1999.

Oklahoma City Community College

Robert P. Todd, President

College Club Program

Each year, the College Club Program gives more than 500 at-risk Oklahoma City students the educational support and motivation they need to stay in high school. The program is a partnership between Oklahoma City Community College and seven area high schools. The University of Oklahoma, Oklahoma State University, and Rose State College cooperate in program implementation.

Students who join the College Club receive a variety of support services. They can use college computers to explore possible careers, learn basic job skills, prepare for test taking, and improve their reading ability. During the yearlong program, club members tour university and college campuses and meet undergraduates, including College Club alumni with backgrounds similar to their own. Finally, qualified students receive scholarships for 3 hours of enrollment in a college-level class so they can experience a bit of what awaits them if they attend college. Many College Club members come from educationally or economically disadvantaged households.

Ottawa University

Harold D. Germer, President

GOTCHA

Serving the needs of the community is important to a student religious group at Ottawa University in Kansas. Get Off The Couch and Help Another (GOTCHA) instills the value of volunteerism in students by completing several community service projects each semester. Students volunteer for Franklin County's chapter of Habitat for Humanity to build homes for low-income families. In 1998, GOTCHA provided meals to 10 area families for Thanksgiving, held food and clothing drives for hurricane victims in Central America, and conducted a door-to-door food drive for Hope House, a faith-based organization that provides emergency assistance to families.

Palm Beach Atlantic College

Paul R. Corts,
President

Workship

Students at Palm Beach Atlantic College develop a habit of service through the Workship program, which matches student volunteers with more than 100 nonprofit agencies, churches, hospitals, and schools. Students can participate in regional projects such as mission trips, group or class projects with other students, or individual assignments. Students also may choose to serve as interns while living in a designated apartment complex, Samaritan Gardens. The living arrangement provides them with specific opportunities for community service. Every fall, Workship sponsors a community exposition of more than 60 nonprofit organizations on campus.

Pennsylvania State University, Altoona College

Allen C. Meadors,
Campus Executive Officer

Project Outreach

To strengthen community development efforts within neighborhoods surrounding the campus, Pennsylvania State University, Altoona, offers the Project Outreach program to provide practical assistance to residents in the area. Each fall, hundreds of college students assist their neighbors through activities such as raking leaves, painting homes, and putting away summer lawn furniture. In addition, the program coordinates the efforts of students who collect donations from the neighbors, which they bring to area food banks.

Pratt Community College and Area Vocational School

William Wojciechowski,
President

College Day for Kids

In collaboration with local elementary school teachers and to increase educational opportunities for community youth, Pratt Community College sponsors the College Day for Kids program that serves 150 young people who reside in the Pratt area. Through demonstrations and activities offered by college instructors and students, the program provides an opportunity to expose fifth grade students to college life and higher education programs that emphasize the importance of staying in school. Youngsters participate in hands-on activities prepared by faculty and students in the journalism, art, theater, science, agriculture, nursing, and automotive technology programs. The program is funded by the South Central Community Foundation and the Pepsi Corporation.

After School Tutoring Program

Quinsigamond Community College

Sandra Kurtinitis, President

Recognizing that educational institutions represent a valuable community resource, Quinsigamond Community College in Worcester, Massachusetts, developed the Quinsigamond After School Tutoring Program. Through the program, college students work with children at three Worcester elementary schools to improve the children's academic performance. The three schools Burncoat Preparatory School, Chandler Community School, and Clark Street School are partners in the program.

While they are volunteering, college students must attend training sessions that cover topics such as working with young children and effective tutoring techniques. Volunteers tutor young people before and after school, 2 to 3 days a week. They review math, English, and English as a second language; they also work with cooperative learning groups, help children develop reading and writing skills, and provide hands-on computer training. The Massachusetts Campus Compact/ Massachusetts Service Alliance funds the program. Through a similar program titled College Connections, student volunteers tutor students in Worcester middle schools.

Kids to College Program

Quinsigamond Community College

Sandra Kurtinitis, President

Volunteers in the Kids to College Program in Worcester, Massachusetts, try to convince middle school students that it is never too soon to start thinking about college. Through the program, students from Quinsigamond Community College share their own educational and career experiences with sixth graders attending Accelerated Learning Lab School and Clark Street School. In making their presentations, the college students emphasize the important role of education in helping them reach their goals. The Kids to College program, aimed at keeping young people in school, culminates with a visit to the community college's campus. The program is a collaboration between the college and the two middle schools.

Computer Tutors

St. Ambrose University

Edward J. Rogalski, President

St. Ambrose University, under a grant from the US West Foundation, established an onsite computer lab at Project Renewal, an inner-city neighborhood development project that provides educational opportunities and caring support for children of diverse ethnic groups. St. Ambrose University students serve as e-mail tutors and Big Brothers/Big Sisters to the children served by Project Renewal. During afterschool programs, children use the computer lab resources for selected educational projects and benefit from their link (via e-mail) to St. Ambrose University students, who serve as academic consultants, tutors and, more importantly, caring friends and role models. Through "Computer Tutors," the children of Project Renewal learn that both college and technology can be part of their world. Although the university students most frequently interact with children via e-mail, periodic social events are held at which face-to-face interactions and deeper relationships between children and their university mentors become possible.

St. Mary's University of San Antonio

John Moder, SM, President

Community Service Work-Study Program

Students encourage other students to volunteer in the community through a joint project between St. Mary's University and service agencies in San Antonio. Those interested in serving as site coordinators interview at local agencies and serve 10 hours a week recruiting, supervising, and retaining other student volunteers. Agencies supervise the students' work, which may include establishing new programs or educating the St. Mary's community about the social issues they encounter. Each year, 25 work-study students serve as site coordinators. Students must be eligible for Federal work-study and must maintain a cumulative grade point average of 2.75. Last year, site coordinators encouraged more than 500 undergraduates to volunteer in the local community through this program.

St. Mary's University of San Antonio

John Moder, SM, President

Orientation Service Project

A new student's first experience at St. Mary's University may involve serving the local community. About one-half the university's freshman class participates in a special 1-day program that puts students and parents to work on local projects. University and community service agencies jointly sponsor the optional program during summer orientation.

University and agency staff work together to design the service projects, which take place before orientation. Current students serve as site coordinators to orient the volunteers and explain ongoing opportunities to serve agencies during the academic year. After participants complete the service project, they gather on campus to eat dinner and reflect on their experiences.

The orientation service program lets new students get to know each other and become familiar with opportunities to serve the community. The university funds the program; community agencies provide materials as appropriate.

Samford University

Thomas E. Corts, President

Birmingham Connections

Birmingham Connections is a collaboration between Samford University and numerous community agencies in Birmingham, Alabama. This project takes place during the university's freshman orientation. Entering freshmen are divided into small groups, which are led by two upperclassmen and mentored by faculty and staff. The goals of this program are to aid various community agencies, to introduce university freshmen to the Birmingham community and the volunteer opportunities available, to encourage students to get to know one another in an environment outside of the university setting, and to encourage informal interaction between students and faculty and staff.

Student volunteers have scraped houses in preparation for painting, cleaned out and organized food pantries and clothes closets, painted rooms and houses, landscaped, filed and typed, worked with children, bathed and walked Humane Society animals, and provided many other services. Agencies that have been partners in this effort include churches, homeless shelters, the YMCA, Salvation Army, American Lung Society, American Red Cross, libraries, Parks and Recreation Board, Tornado Relief, and many others. There is no special funding for this project. Students volunteer to drive their own vehicles, and the participating agencies provide needed materials.

This activity often motivates university freshmen to seek other volunteer opportunities throughout the year. Many of these students serve on Samford's Community Service Council or instigate volunteer programs within other student organizations.

Springfield College in Illinois

Suzanne Sims, OSU, President

McClernand Mentoring Program

As a way of linking the university with local youths, Springfield College in Illinois sponsors the McClernand Mentoring Program, which provides one-on-one mentoring opportunities for elementary school students at McClernand Elementary School. The program matches college students, staff, and faculty volunteers with the young students to provide tutoring, guidance, friendship, support, and encouragement. Meeting 1 hour a week, the mentor becomes a role model and self-esteem booster during the course of the academic year. Offered in conjunction with the Oasis Program, this mentoring program not only enhances the youths' educational opportunities, but also instills civic-mindedness in university participants.

State University of New York at Albany

Karen R. Hitchcock, President

Go To High School, Go To College Program

By working in collaboration with area high schools, the Alpha Phi Fraternity, Inc., at the State University of New York at Albany offers the Go To High School, Go To College mentoring program. Targeting local area high school students who are considered at risk, this program matches members of the Alpha Phi Fraternity, Inc., with students who are working toward their high school diplomas. In addition, students are invited to the campus for a 1-day glimpse of what student life is like to help them plan their future educational work. Each semester, fraternity members dedicate more than 100 hours of service to the program.

Sweet Briar College

Elisabeth S. Muhlenfeld, President

Partners in Learning

Sweet Briar College and the Amherst County Public Schools cosponsor Partners in Learning, a collection of programs that brings college and public school students together to enjoy educational activities. Approximately 2,000 public school students and 250 undergraduates participate in the program each year.

On Cultural Day, Sweet Briar students lead art gallery tours that are part of a multifaceted program of instruction for all Amherst County third-grade students. Undergraduates tutor elementary students for 2 hours each week through the Reading Tutorial Program. The Saturday Enrichment Program provides an opportunity for college students to develop and teach on-campus classes for fourth and fifth graders. International students visit local schools regularly to talk about their countries and cultures. The High School Scholars Program allows Amherst County high school students to enroll in one college course each semester and pay lower tuition. Finally, college students observe classes, tutor individuals, work with small groups, intern as teacher assistants, and do student teaching in the Amherst County Public Schools.

Tabor College

H. David Brandt, President

Mentoring Program

To help disadvantaged children in the Hillsboro area, Tabor College and the Hillsboro Elementary School offer the Challenging, Helping, and Understanding Kids through the MentorShip program for elementary students who have special academic or social needs. The college supplies 17 students who provide one-on-one attention to 22 children throughout the academic year. Mentors tutor their students in areas that have been identified by their teachers. Monthly celebrations, such as a barbecue or pizza-making party, are hosted by the mentors for the students and their parents.

Union College, Barbourville

David C. Joyce, President

Repair Affair Program

Union College and Louisville businesses offer the Repair Affair Program to provide home repairs to low-income and elderly families and those with disabilities. With funding provided by the Kentucky Housing Corporation, the Kentuckiana Regional Planning and Development Agency, the United Way, and private donors, the Repair Affair Program takes place in only 1 day, with teams of college and community volunteers replacing old flooring, putting up drywall, painting, and repairing roofs. In 1998, 100 volunteers provided home repairs to 10 homes. Started in Louisville, Kentucky, in 1992, the program now serves several communities in Kentucky. Union College serves as coordinator, with leadership and support from Kentucky Communities Economic Opportunity Council, a nonprofit service agency, for the program in the Knox County area of southeastern Kentucky.

Union College, Nebraska

David Smith, President

Foot Clinic at Daywatch Homeless Shelter

In partnership with Daywatch, a homeless shelter in Lincoln, Nebraska, Union College staff and students provide free foot care to those in need. Union College Division of Health Sciences faculty and students offer new shoes and socks, education, assessment of foot health, nail trimming, and hygienic service to a segment of the population for whom exposure to the elements creates the risk of health problems. Twice a month, Union College volunteers take equipment and supplies to the facility and serve clients in 2-hour blocks of time. In recognition of this service's value to Lincoln's homeless population, several community businesses and service organizations have provided the program with funding and grants.

Union College, Nebraska

David Smith, President

Project Impact

For 1 day each fall, Union College cancels classes to offer staff and students the opportunity to support the many human service agencies in Lincoln, Nebraska. This day of service is the kickoff for volunteer activities that last throughout the school year. The theme of volunteer activities is to help those who serve the community. Examples of the organizations with whom Union College volunteers serve are the City Mission, Meals on Wheels providers, the Salvation Army, the YWCA, and Lincoln public schools. Although students have the option to volunteer, most of them choose to participate in this program and act in the interest of their community.

United States Coast Guard Academy

Douglas H. Teeson,
Superintendent

Partnering for a Stronger America

The United States Coast Guard Academy in New London, Connecticut, recognizes community as one of its principal leadership tenets. A variety of groups facilitate cadet involvement in community service activities. The cadet-run Community Service Division coordinates partnerships throughout Southeastern Connecticut. Endeavors include involvement in local fairs, pageants, theater presentations, community assistance and development programs, and youth activities such as tutoring and teaching swimming lessons. Additionally, various clubs and groups throughout the Cadet Corps affiliate themselves with traditional service organizations. This return to the community is not solely limited to the Cadet Corps. The most recent Chief Petty Officer Academy class initiated a recurring service project to help the less fortunate in the New London area. The active Corps of Cadets, Community Service Division, and other groups foster close ties to the local community through a variety of projects and eagerly seek new opportunities each semester.

University of California, San Diego

Robert C. Dynes,
Chancellor

Volunteer Connection

To coordinate the services and activities of student volunteers, the Volunteer Connection at the University of California, San Diego serves as a one-stop clearinghouse that provides more than 250 service opportunities throughout San Diego County.

Among the tutoring programs sponsored by the Volunteer Connection are Active Students for Kids for children in grades K–5, Active Students for Teens at Mira Mesa High School, and the Pulitzer Program for disadvantaged youth. Other services provided by the students include Adopt-A-Family, providing Thanksgiving dinners to 80 low-income families; the Best Buddies program, matching students with developmentally disabled peers for companionship; a Christmas toy drive; the Eyes On The Elderly program; the Friends Understanding Needs mentoring program for at-risk youth; and a Habitat for Humanity effort.

Established in 1986, the Volunteer Connection is a student-run and student-funded service of the Associated Students Undergraduate Government at the university. The program is the result of a strong collaboration with numerous community-based organizations and businesses.

University of Connecticut

Philip E. Austin,
President

Public Interest Law Group

As a way of linking the campus and its community, the University of Connecticut sponsors a Public Interest Law Group to serve local neighborhoods in Hartford.

As a student organization, the Public Interest Law Group focuses on three major goals. The first aim is to conduct fundraising efforts that provide summer stipends to students who work in public interest summer jobs. In addition to sponsoring speakers and debates on numerous public-interest related topics, the group coordinates students' efforts in numerous community activities. By working in collaboration with local agencies and businesses, the students participate in community efforts, such as a food drive, soup kitchen volunteering, and legal aid volunteer services.

University of Detroit, Mercy

Maureen A. Fay, OP, President

Student Volunteer Center

To link community concerns with student activism, the Student Volunteer Center at the University of Detroit, Mercy collaborates with local organizations to connect the needs of the community with student volunteers who wish to provide services. Serving as the hub for activities and ongoing projects, the student-run Volunteer Center matches the talents and expertise of individual students to community concerns. The center organizes the annual Adopt-a-Family Program, under which more than 25 departments, faculty, staff, and students adopt individuals or families from a local homeless shelter for single women and women with children who have HIV/AIDS. Other projects include monthly arts and crafts activities for a children's afterschool program, Kids Vote Michigan, and campus awareness and education programs on community issues.

University of Louisville

John W. Shumaker, President

Purchase Area Dental Clinic

Through a collaboration with the Purchase Area Health Education Center, the Purchase Area Dental Society, and the West Kentucky Technical College, the University of Louisville School of Dentistry offers the Purchase Area Dental Clinic to provide primary dental services to underprivileged children in Western Kentucky. Every month the Dental Clinic offers services such as radiographs, cleanings, fluoride treatments, sealants, restorations, and emergency treatment. Students work under the supervision of community dentists appointed to positions of adjunct clinical faculty. The children served by the clinic are referred through several sources, including the Murray Head Start program, Children with Special Needs, family resource centers, and local programs serving the migrant population. During 1997–98, 116 children received dental care. The Purchase Area Health Education Center funds the program, providing reimbursement for student travel and lodging, clinic supplies, and equipment. Supervising dentists serve on a volunteer basis.

University of Maryland, College Park

William E. Kirwan, President

Almost Home

Through Almost Home, University of Maryland students help public school students study and improve their school performance. The program gives children a supportive afterschool environment by offering activities to improve their language, social, and interpersonal skills and their performance in reading, writing, mathematics, science, and social studies. The structure and content of the program vary at each site, depending on the needs of the children, community, and school. In general, team leaders organize children into small groups for highly structured activities. Staff solicit comments from the children's teachers to ensure that homework is completed and that tutoring is relevant to the children's needs.

Almost Home is a partnership among the University of Maryland, the Prince George's County Public Schools, and the Southern Management Corporation. Southern Management Corporation provides space for the program in five apartment communities in Prince George's County. The local school hires a program coordinator to manage the program. University students provide mentoring and tutoring services, and parental involvement in the program is encouraged.

University of Maryland, College Park

William E. Kirwan, President

Engineering=Maryland Community Collaboration (E=mc2)

Engineering=Maryland Community Collaboration (E=mc2) is a community-university partnership between the Women in Engineering Program and Paint Branch Elementary School, a math and science magnet school for the Prince George's County school system. Engineering undergraduates offer weekly hands-on learning activities in math and science for children who live in the Lakeland Community and who need additional tutoring in those subjects. The activities link the students' studies to community issues. The program is funded by the Maryland Space Grant Consortium, the Engineering Coalition of Schools for Excellence in Education and Leadership, and the A. James Clark School of Engineering.

University of Missouri, Kansas City

Eleanor B. Schwartz, Chancellor/Provost

Identification of Community and Family Support Service Needs

Students and faculty from the University of Missouri Kansas City worked with community groups to survey 500 families in 2 underserved Kansas City neighborhoods. Residents helped design the survey instrument and administer the survey, which asked about education, training, health care, employment, and social service needs.

Teams of doctoral students used this research opportunity to learn about the role of survey research in community development. Students randomly selected different neighborhood blocks and conducted a census on each selected block by personally visiting each household. In addition to household surveys, students used the resources and activities of community partners to convene groups to complete the survey. For example, new immigrants from Somalia were administered the survey as part of their training in English as a second language.

University of Richmond

William E. Cooper, President

Habitat for Humanity Initiative

Tackling one of the most difficult problems facing communities today, the University of Richmond works with Habitat for Humanity to provide affordable housing both at home and abroad. Over a 12-year period, the partnership constructed 12 homes locally, while Habitat's international branch built 10 homes overseas. Students raised more than $275,000 through activities such as an annual bike race. According to Habitat for Humanity, University of Richmond students have contributed more money to Habitat's affordable housing programs than any other college or university in the country.

University of South Carolina, Spartanburg

John C. Stockwell, Chancellor

IMPACT Program

Working with local organizations and businesses, the University of South Carolina, Spartanburg, offers the IMPACT Program to create better community relationships and provide needed services to area residents. The program addresses the needs of both the university and the community it serves. Student volunteers provide services such as sponsoring campus beautification activities, coordinating community Thanksgiving programs that emphasize educational programs and meals for the needy, developing a Habitat for Humanity Program for Spartanburg County, and promoting the annual Community Book Give-A-Way, which provides books free of charge to community residents. Additional IMPACT Program services include participating in the Christmas in April Program, which renovates homes for the elderly, and sponsoring Activity Service Projects at area nursing homes and children's facilities.

University of Southern Colorado

Tito Guerrero, III, President

Read to Win

The University of Southern Colorado's Read to Win program places student athletes in second-grade classrooms throughout Pueblo County. Student athletes read to the second graders and talk about the importance of good reading and study skills, team work, and sportsmanship. The student athletes also sponsor the Reading Challenge, which provides a university "Thunderbill" for every book read. The second graders can exchange Thunderbills for prizes at university games. The children, teachers, and school administrators receive an Up With Reading ribbon and special recognition for each school. Each year the student athletes give away about 900 books. During 1998–99, the goal is to give every second grader a book personally autographed by a student athlete, made possible by the Ronald McDonald House of Southern Colorado and Barnes and Noble bookstore.

University of Texas, Austin

Larry R. Faulkner, President

Environmentors Program

In the Environmentors Program, geography undergraduates at the University of Texas, Austin, serve as mentors to at-risk youth at the Colorado River Watch Foundation. Since 1996, undergraduates have worked with youth to develop trails and interpretive materials for Hornsby Bend, located 6 miles southeast of Austin on the banks of the Colorado River. University students and faculty are working with the Hornsby Bend Steering Committee to develop this site as a wildlife education area. Students may receive academic credit through the department's internship program or work as volunteers.

University of Utah

J. Bernard Machen, President

Bend-in-the-River Nature Park

As part of the University of Utah's Lowell Bennion Community Service Center's 10th anniversary, the center sought a project that would symbolize its commitment to community building and service. Center participants agreed that a project in a park or natural area in a low- or mixed-income, racially diverse neighborhood would be the best service focus. After identifying a 2-acre site on the east side of the Jordan River in the Glendale/Poplar Grove area, the center sought partners for the project. General Electric Elfun Society, TreeUtah, Salt Lake City Parks and Recreation, the Poplar Grove Community Council, the fourth- through sixth-grade classes at Parkview Elementary School, and 35 other partners quickly joined the center to create a nature study area and an "urban treehouse" on the neglected land. More than 200 neighbors, community members, and university students attended 3 service days in the surrounding community. Site plans and initial drawings of the urban treehouse are now complete, and the date for the 2-week, all-volunteer "build" is set. The partnership plans to maintain the park site and address additional neighborhood issues in the future.

University of Wisconsin, Stout

Charles Sorensen, Chancellor

Athletes Involved in Community Service Program

Athletic teams at the University of Wisconsin, Stout have collaborated with a variety of local schools and community organizations to provide needed services. The men's basketball team has run a Special Olympics Camp for children with disabilities for the past 9 years, with more than 150 participants each year. They have taught basketball to grade school gym classes, assisted with practice at the Christian Alliance School, and raised money for elementary schools for basketball standards and goals. In addition, they hold youth basketball camps every summer and hold an annual wheelchair game.

The football team moved a local hospital and other area businesses into new locations, delivered flowers for the Rotary Club, painted Alpha House, unloaded semitrailers for a local battered women's shelter, parked cars for a career fair, and chopped and loaded wood for Campus Ministry. Other activities include providing community outreach to elementary schools, holding football clinics for the flag football league, setting up hockey boards at the ice arena, and helping students move into residence halls.

Other university athletic teams are equally committed to community service. The soccer team taught soccer to grades 1–6 at a local private school, held a free soccer clinic for youth, donated personal care products to the House of Hope, and carved pumpkins with residents at a healthcare center. The volleyball team worked with area home-school children; the hockey club organized an 8-day youth clinic; and the women's cross-country team volunteered for the humane society.

Villanova University

Edmund J. Dobbin, OSA, President

Project Sunshine

Three hundred Villanova University students volunteer their time at nonprofit agencies in Philadelphia through Project Sunshine. Each week, students work with nine city agencies to tutor at-risk young people, visit the elderly, help people with disabilities, and care for animals at a no-kill shelter. A Saturday program involves students in cleaning up city neighborhoods, working in soup kitchens, rehabilitating homes, and bringing inner-city youth to campus for educational and recreational activities.

University graduates and corporations, such as Price Waterhouse, fund Project Sunshine. The program also receives support from the Philadelphia Higher Education Network on Neighborhood Development. Membership in the network allows Project Sunshine to collaborate with area universities on volunteer training and service-learning conferences. The School District of Philadelphia uses the network to make higher education institutions aware of its needs.

Virginia Wesleyan College

William T. Greer, Jr., President

After-School Tutoring Program

Two volunteer programs at Virginia Wesleyan are teaching students the value of service by assisting school children with their homework. Circle K, a student service organization, provides tutoring services free of charge to residents of the Lake Edward area. Funded by The Virginia Beach Foundation, an average of 10 children receive homework assistance 1 day a week at a community church. In another program, college students tutor children at the Lake Edward school 3 days a week.

Washington State University

Samuel H. Smith, President

Partners in Promoting Strengths

Partners in Promoting Strengths is a broad-based community effort to improve the quality of life in Granger, Washington, a culturally diverse, rural area in central Washington with limited community resources. Spearheaded by the Washington State University Cooperative Extension, the project represents the joint efforts of university students, local volunteers, community leaders, and agency personnel.

The partnership has developed 15 programs for youth, adults, and families that have reached more than 600 people. Community projects have included summer youth programs, parenting classes, first aid classes, and leadership classes. The partnership has also expanded the core of adult and youth volunteers who provide leadership in the community; 17 community volunteers selected from targeted Hispanic, white, and Native American groups have helped to lead the programs.

An example of a Partners in Promoting Strengths project is the installation of three Internet sites in the community. A U.S. Department of Education grant funded the sites and a computer trainer. The trainer taught 21 local school teachers and 20 volunteers to use the Internet. These trained volunteers, called "Web Wizards," have given 215 volunteer hours and helped more than 300 community residents.

Partners have included the Granger School District, Yakima Valley Regional Library, Radio KDNA, local churches, a hospital, city council members, and local citizens as volunteers. A grant from the Washington Apple Education Foundation supported programs for farm workers, and a U.S. Department of Agriculture grant funded a local bilingual/bicultural resource coordinator, who has developed bilingual materials and programs to reach Spanish-speaking community residents.

Whitman College

Thomas Cronin,
President

Mentors Program

More than 65 students attending Whitman College serve as mentors to young people attending three elementary schools in Walla Walla. The Whitman Mentors Program, a joint project of Whitman College and the Walla Walla School District, seeks to decrease high-risk behaviors and help children lead successful lives. Elementary teachers select the students who will participate in the program. Students meet with their college-level mentors once a week for 2 hours. Mentors serve as role models and friends and help the young people with homework. Funding for the program comes from the Whitman College Center for Community Service; the Associated Students of Whitman College supplies additional funding. A paid student intern administers the program in collaboration with social workers at each participating school.

Wingate University

Jerry E. McGee,
President

Wingate Works

Low-income, elderly, and disabled residents of Union County, North Carolina, are getting help with much needed home repairs thanks to students at Wingate University. Area social service agencies and churches refer residents in need of home repairs to Wingate Works, a student led campus ministry. Each Friday, a team of Wingate Works volunteers conduct repair projects. Prior to starting the project, team members visit the site and purchase necessary supplies. All of the materials are provided free of charge thanks to support from the university and donations from area businesses. Community support for the program continues to increase and students are learning from their volunteer activities.

Wittenberg University

L. Baird Tipson,
President

Habitat for Humanity Program

Working in collaboration with Habitat for Humanity, Wittenberg University sponsors a program that focuses on building houses and fundraising for construction projects in Springfield, Ohio, and other communities across the United States.

Wittenberg students and faculty work with the Clark County Community Habitat for Humanity Affiliate to provide house construction throughout the year. In 1998, an additional 20 students worked for Casa de Maria y Marta rebuilding houses damaged by floods. In addition to learning construction techniques, students focus on the problem of substandard housing nationwide.

Since 1990, students have raised $65,000 for materials to build houses in Springfield, Ohio, and cities in Alabama, Florida, Louisiana, Mississippi, North Carolina, South Carolina, South Dakota, Tennessee, Virginia, and West Virginia.

COMMUNITY IN THE CLASSROOM

Arizona State University

Lattie F. Coor,
President

Community Fellows Program

Arizona State University's Community Fellows Program links the Morrison Institute for Public Policy and the university at-large with inner-city neighborhood leaders to solve a variety of urban policy problems. Sponsored by Motorola, the Community Fellows Program has three main goals: to bring experienced community leaders onto campus to share knowledge of local community development issues with faculty, staff, and students; to create university-community partnerships that address community issues; and to provide Morrison Institute staff with a "close-up" view of urban policy issues. Fellows are selected by committee through an application process for a year-long commitment. Each participant engages in activities—such as guest lecturing, arranging faculty and student visits to observe local neighborhood problems, speaking at high-level university meetings, and developing outreach projects—that link the university community and neighborhood residents.

Art Institute of Phoenix

Wally Lewis,
President

Corporate Identity for the Arizona Coalition on Adolescent Pregnancy and Parenting (ACAPP)

The Arizona Coalition on Adolescent Pregnancy and Parenting (ACAPP) requested help with its corporate identity and wanted to develop a Web site to promote its services. In response to this request, the Art Institute of Phoenix developed a new logo and collateral items for ACAPP. The pieces were developed through the Graphic Design Department as part of the class' graphic symbolism curriculum. The corporate identity was then rolled over to the Web Site Administration Department, which incorporated it into a Web site. The Web site was developed as part of the class in the fundamentals of Web page script writing. The result was a clearer vision of who ACAPP is and what it does. The Web site now communicates the mission of the organization to the end user in a positive and effective manner.

Calvin College

Gaylen J. Byker,
President

Ottawa Montessori Elementary School Partnership

Calvin College and Ottawa Montessori Elementary School collaborate on service learning by linking Calvin students with the elementary school in ways that meet the instructional needs of both institutions. By 1994, the Grand Rapids Partners in Public Education program had linked most core city public schools with a business partner; however, there was little interest from potential business partners in the Ottawa Montessori Elementary School because of its nontraditional curriculum.

Over the years, there have been many connections. For example, a music professor teaches a highly participatory form of music education called Music in the Community. His students come to Ottawa to offer this program and practice what they learn in class. The Calvin students fill a void left by a district cutback in arts education, and the community emphasis of music education complements the Montessori approach. Another group of students in an introductory education course meet their need for practical experience in a multicultural educational setting through serving as tutors and teacher assistants in the school. Some academically based service-learning projects have directly supported a key goal: parent involvement. Communications Arts and Sciences students direct small plays at the school on a special parent night. The Calvin students worked with teachers and students on a play for each classroom, and parents came to the school event in unprecedented numbers to see their children perform.

Catholic University of America

David M. O'Connell, CM, President

@Home.On.Campus: A Partnership That Works

The @Home.On.Campus program gives residents of Edgewood Terrace, a low-income housing development in Northeast Washington, D.C., a chance to better their lives. A collaboration between Catholic University of America's Metropolitan College and the Community Preservation and Development Corporation, this program helps residents gain short-term job skills and provides the foundation for long-term career development and college education.

Metropolitan College offers computer and English skills courses to residents. It also offers undergraduate admission and scholarships to residents who excel in these programs. Of the 39 students who enrolled in the initial pilot program, 31 have completed the @Home.On.Campus courses—a 79.5-percent success rate. The average income of the 31 graduates tripled, going from about $7,000 per year to a little more than $21,000. More than a dozen of these students are now enrolled in undergraduate degree programs at Catholic University, with two making the Dean's List and one awaiting induction into a national honor society.

Cleary College

Thomas Sullivan, President/ Chief Executive Officer

Leadership Livingston

Leadership Livingston is a seminar series designed to expand the leadership potential in Livingston County, Michigan. Cleary College and the Brighton and Howell Chambers of Commerce sponsor this yearlong program, which began in 1992. A community-based committee plans eight seminars that teach participants about the county's resources and its problems and teach the skills required to assume leadership roles. Topics include the nature of leadership, the justice system, business and economic development, State and local government, education, human needs and services, quality of life, and the future of the community. Programs include site visits within the community and presentations from community representatives.

The Leadership Livingston program benefits participants, their organizations, and the community. Participants, who come from local businesses, public and private agencies, and civic organizations, take their new leadership skills back to their organizations. In addition, they form subgroups to complete a community service project. Past projects have included improving the inventory and storage at a Goodwill Industries center, serving meals at a Salvation Army facility, and building a children's park.

Cleveland State University

Claire A. Van Ummersen, President

Neighborhood Leadership Cleveland Program

To effect community development and foster neighborhood cooperation, Cleveland State University sponsors the Neighborhood Leadership Cleveland Program. The program objectives are to build on the experience of neighborhood leaders; to establish networks among neighborhoods, their leaders, and their institutions; to broaden participants' understanding of the community; and to enhance the ability of neighborhoods to resolve problems on their own or in cooperation with other neighborhoods and institutions. To date, more than 300 grassroots neighborhood leaders have participated in the program. The Neighborhood Leadership Cleveland Program is a collaboration between Cleveland State University's Center for Neighborhood Development and the Neighborhood Centers Association, an association of 21 settlement houses and neighborhood centers across the Greater Cleveland area.

Howard Community College

Mary Ellen Duncan, President

From Incarceration to the Workforce and Break the Cycle

To help inmates adjust to community life after release from prison, Howard Community College offers two programs that target educational opportunities and skills training. From Incarceration to the Workforce provides training in job readiness, basic skills, and computer literacy to inmates who are preparing for prerelease programs. Two university professionals work individually with inmates on resume writing, interviewing skills, and job applications.

Working in partnership with the Howard County Department of Parole and Probation, Break the Cycle is held at the Howard County Detention Center for inmates and probationers. Training opportunities include basic job skills, computer literacy, and high school-completion coursework.

Howard Community College

Mary Ellen Duncan, President

Onsite Skills Training

To increase the educational opportunities for low-income people in Baltimore City, Howard Community College offers an adult education class that highlights onsite skills training and job readiness. Serving approximately 50 people a year, the project provides training in resume writing; basic math, reading, and writing skills; and computer skills. Working in partnership with the Shelter Foundation, a nonprofit organization that provides housing for low-income families, the project also offers childcare to encourage adult participation. In addition to the Shelter Foundation, other partners in the program include the Department of Housing and Urban Development and the Howard Community College Adult Basic Education Department.

John Marshall Law School

R. Gilbert Johnston, Dean

Fair Housing Legal Clinic

John Marshall Law School's Fair Housing Legal Clinic trains students to assist clients who are denied housing because of their race, color, national origin, gender, disability, familial status, marital status, age, source of income, sexual orientation, or other protected status under Federal, State, and local laws or ordinances. Clients receive counseling and assistance in court, while each student receives hands-on experience with clients, litigating actual cases. The clinic also provides a testing program on behalf of the U.S. Department of Housing and Urban Development (HUD) and the U.S. Justice Department to investigate accessibility violations and a range of fair housing issues.

The clinic provides a training ground for students interested in fair housing law, giving them the opportunity to participate in federal and state court litigation and in Federal, State, or local administrative proceedings. Students conduct hearings, take depositions, and participate in settlement matters under the supervision of an attorney. The clinic maintains an active case load of approximately 50 cases. Approximately 48 students are trained yearly, with faculty members providing weekly presentations.

The clinic works with the Leadership Council for Metropolitan Open Communities and other fair housing groups in the Chicago area: Access Living, Lawyers Committee for Better Housing, InterFaith Housing Counsel, South Suburban Fair Housing Association, and HOPE, Inc. The Fair Housing Legal Clinic is currently funded by a HUD Fair Housing Initiative Program (FHIP) grant and is supported by The John Marshall Law School.

Lane Community College

Jerry Moskus, President

Community Learning Centers

Lane Community College and eight high schools in the college's service district are working together to construct one-stop community learning centers. The centers, constructed as 2,500-square-foot additions to the high school buildings, feature computer laboratories, classrooms, and meeting rooms. The college uses the centers to offer courses through live classes and a variety of distance-learning media, including Web-based courses, telecourses, and real-time distance video. Community agencies provide services relating to welfare reform, vocational rehabilitation, employment, and personal and family self-sufficiency.

Serving high school students and community residents, the centers are open during the daytime, in the evening, and on weekends. College employees, competent in computer technology and distance learning, staff the centers. Those staff members are cross-trained to provide information about the college and community resources. Lane County voters approved funds for the centers through a May 1995 bond levy election. By fall 1998, four centers were operating. Four additional centers will open in fall 1999.

Quinsigamond Community College

Sandra Kurtinitis, President

New Leaders Institute

Community agencies in Worcester, Massachusetts, are working together to plan a 6-week training institute that will help local residents develop leadership skills. The agencies hope the Leadership Training Institute will cultivate neighborhood and civic leaders who reflect the city's diverse population. Twenty-five participants will attend each institute session, held at Quinsigamond Community College. Participants can receive three college credits for successfully completing the program. The Greater Worcester Community Foundation and the United Way will support the program for 3 years. Quinsigamond Community College provides in-kind support.

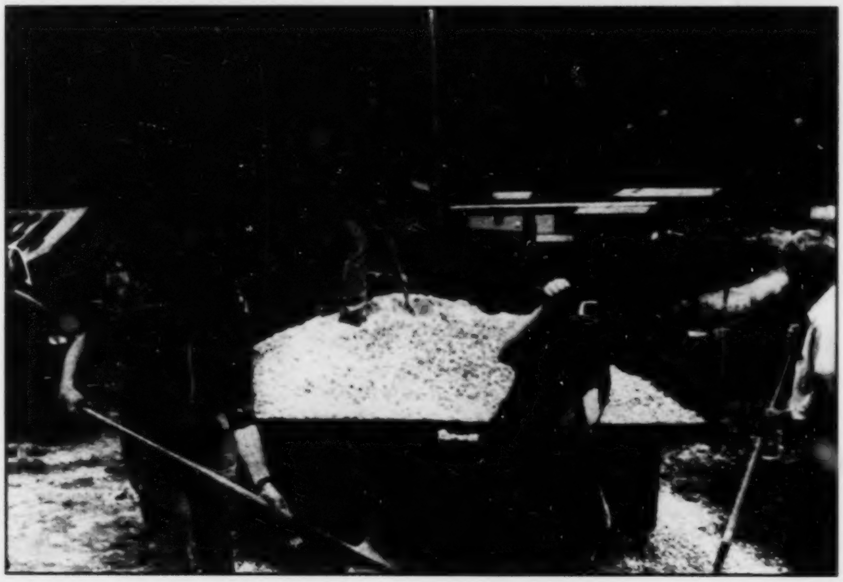
Texas A&M University

Ray M. Bowen, President

Project Unity

Project Unity supports efforts to improve child development, family success, and community development in the communities of Bryan and College Station, Texas. Project members, including Texas A&M University, solve issues by exchanging ideas and integrating their services to meet the needs of community residents. Community residents are the driving force behind Project Unity's initiatives. They identify community needs and work with community agencies to develop appropriate responses.

The university provides Project Unity with a variety of resources to accomplish its goals. Each summer an Institute on Leadership in Interprofessional Collaboration is held at the university. Agencies and residents develop a plan of action on a specified topic. This past year agencies and residents designed a plan to establish community health clinics. As an offshoot of this year's plan, community members can now access integrated services and the resources of member groups at neighborhood Family Centers. Residents also receive needed health and human services through a mobile center staffed by medical interns from the university. Another way Project Unity taps into university resources is by using students to conduct studies that document strategies and accomplishments of the project's initiatives.



Neighborhood Leadership Program

University of Arkansas, Little Rock

Charles E. Hathaway,
Chancellor

Established in 1996, the Neighborhood Leadership Program is a training program for Little Rock community residents to enhance their leadership skills. More than 17 courses per year are offered to neighborhood leaders in areas such as planning, presentation skills, grant writing, accessing resources, and developing action plans. Courses are taught by both community experts and faculty from the University of Arkansas, Little Rock, who utilize active learning approaches such as group work and case studies. The courses are offered at the Oak Forest Alert Center, a city-administered facility in the neighborhood adjacent to the university campus, and at the Neighborhood Homework Center. The program is being expanded to offer leadership training to neighborhood teams.

Oak Forest Initiative

University of Arkansas, Little Rock

Charles E. Hathaway,
Chancellor

The University of Arkansas, Little Rock and the Oak Forest neighborhood have formed a comprehensive partnership to stabilize and revitalize a rapidly deteriorating area. The Oak Forest Initiative is a network of four neighborhood associations, three of which did not exist before the university's involvement. The initiative includes both housing and strategic planning components. The housing program, a partnership with the city of Little Rock and First Commercial Bank, aims to revitalize Oak Forest homes, with the hope that improvements will encourage homeowners to do the same. With the assistance of the university and the city of Little Rock, the four associations developed an action plan for revitalizing the community that includes housing, infrastructure, job opportunities, economic development, public safety, education, and leadership activities for youth. The plan has been submitted to the city, and the university is now working with the initiative's steering committee to set up work groups for each of the plan's components.

Originally part of a 1995 revitalization grant from the U.S. Department of Housing and Urban Development (HUD), the initiative recently has benefited from funding the university received through HUD's Community Outreach Partnership Center program. A community development corporation is being established, the university's neighborhood leadership training program is being expanded, and a job training program has been established to improve employment opportunities. The university also is providing a permanent outreach center for the initiative's programs in a renovated building.

University of California, Los Angeles

Albert Carnesale, Chancellor

Community Scholars Program

Community Scholars is a yearlong program for collaborative work between community leaders and graduate students on economic development projects. The program turns university resources outward by bringing the community into the university. Between 8 and 10 experienced community leaders, on either the board or staff of a constituency-based organization, are selected. They participate in graduate-level courses for the 9-month school year, working closely with students on an applied participatory research project. The program helps grassroots leaders become more effective, particularly regarding local economic development policy. The program also provides opportunities for diverse organizations to become familiar with each other, acts as a forum for the exchange of knowledge between the university and the community, and helps build a shared foundation of knowledge about economic development among community organizations. Community Scholars projects have led to the development of long-term community institutions such as the Los Angeles Alliance for a Just Economy, a community/labor organization that advocates equitable distribution of the benefits of tourism, one of the largest industries in Los Angeles.

University of Delaware

David P. Roselle, President

Community-Based Development Training Program

The University of Delaware offers the Community-Based Development Training Program, supported by the city of Wilmington and local banking institutions. The program teaches administrators and managers in financial institutions, public agencies, and corporations how to establish supportive partnerships with community-based economic development (CED) organizations. The curriculum focuses on five areas of learning: the history, values, and practices of CED; the theory and practice of community organizing; the development and governance of community-based development organizations; management of community-based development organizations; and CED finance. The program gives participants the knowledge, tools, and practices needed to successfully develop or expand the capacity for CED activities to benefit urban and rural communities.

University of Memphis

V. Lane Rawlins, President

Youth Recreation Programs

The University of Memphis collaborated with the city's Enterprise Community Advisory Board to create recreational activities for youth in Enterprise Communities during the summer. After surveying youth in the Enterprise Community, a low-income area of Memphis, students found that the youth were most interested in golf and swimming. The university brought together the Athletic Department, the Orange Mound Collaborative, and Pine Hills Golf Course to provide free golf lessons for low-income children. University golf coaches and teams visited the program and provided additional instruction.

As a part of his Master's thesis, a graduate student in the university's Human Movement Sciences program worked with the Orange Mound Collaborative and the university's Center for Urban Research and Extension to provide a swim program for more than 20 children living in the Enterprise Community. The city of Memphis provided transportation, and other community organizations provided the necessary funding.

University of North Carolina, Wilmington

James R. Leutze, Chancellor

Leadership Wilmington

The University of North Carolina, Wilmington, and the Greater Wilmington Chamber of Commerce jointly sponsor Leadership Wilmington, a 13-week program designed to prepare individuals to be community leaders. Participants learn about the region and develop creative leadership skills. The program's 1997 participants formed the Leadership Wilmington Alumni Association to establish community-based programs to improve the quality of life in the community.

Leadership Wilmington is funded by program fees and corporate sponsors. The Chamber of Commerce and the university's Division for Public Service and Extended Education provide staff support.

University of Tennessee, Chattanooga

Bill W. Stacy, Chancellor

Southern Appalachian Educational Opportunity Center

In collaboration with 13 public and private agencies, the University of Tennessee, Chattanooga offers a Southern Appalachian Educational Opportunity Center that targets 1,000 low-income residents in a 5-county region as potential first-generation college students.

The center provides assistance to residents in Marion, Hamilton, Dade, Walker, and Catoosa Counties. Since one out of every three families is low income and only 58 percent have completed high school, the center is designed to bridge this gap by addressing the barriers to educational achievement for those who have not gone on to higher learning.

Participants receive academic advice and course selection, application and financial aid assistance, GED preparation, career and personal counseling, referrals to other agencies, career and life management workshops, tutoring and test preparation, and advocacy and mentoring.

University of Texas, Arlington

Robert E. Witt, President

University of Texas, Arlington's Energy Systems Research Center

As one way of educating the public about problems related to electrical power, the Energy Systems Research Center at University of Texas, Arlington offers a wide variety of services, including simulator-based training to create numerous community situations, such as blackout scenarios.

The center houses a unique power simulator that is designed to find efficient ways to generate electricity from safe, renewable sources and to transmit that electricity over long distances. The simulator is the result of a collaboration between the university and power companies throughout the State of Texas. In addition, the center conducts studies and analyses for power companies that impact on communities nationwide. To date, 396 power companies throughout the world have sent professionals to learn from the center.

University of Texas, San Antonio

Samuel A. Kirkpatrick, President

Bridging Our Communities Program

In an effort to diversify the leadership of nonprofit organizations in San Antonio and South Texas, the Bridging Our Communities Program at the University of Texas, San Antonio offers management training to individuals, particularly those from minority groups, who are currently working as middle managers of nonprofit organizations.

This collaborative effort between the University of Texas, San Antonio, and the Center for the Study of Women and Gender features training offered at the Summer Institute for Leadership and Stewardship (SILS), a professional education course that highlights strategic planning, human resource management, finance and accounting, program evaluation, public relations, and volunteer management. Upon completion of the professional education program, participants receive a Certificate of Nonprofit Management.

The program also works to diversify the future leadership of nonprofit organizations through a Youth Embracing Service summer program designed to introduce high school students to educational and career opportunities in the nonprofit sector.

University of Vermont

Judith A. Ramaley, President

Web Project

The Web Project is a consortium of community organizations, private industries, and educational institutions that are using new technologies to reform school systems throughout Vermont. The project uses multimedia telecommunications as a teaching tool, as a medium for presenting and assessing student work, and as a forum for professional discussions. The University of Vermont has worked with the Web Project since 1996 to spread the use of new technologies throughout the educational community both within the university and around the State.

Among the University of Vermont's contributions to the Web Project is a program developed by the Division of Continuing Education and College of Education and Social Services about the culture, community, and education in Oaxaca, Mexico. Through participation in a Web board and the use of digital images, Vermont teachers and students are learning about Oaxaca.

A U.S. Department of Education Technology Innovation Challenge Grant funds the Web Project. Bell Atlantic provided initial funding for the partnership with the University of Vermont, and the university's role is now supported by university funds.

West Virginia School of Osteopathic Medicine

Olen E. Jones, Jr., President

Anatomy Tour Program

The Anatomy Tour Program is conducted as a community service by the West Virginia School of Osteopathic Medicine (WVSOM) to enhance science education in West Virginia. Advanced biology, allied health, and college students attend a 2-hour presentation that includes the use of a human cadaver. Since 1987, the number of participants in the Anatomy Tour Program has increased by 900 percent. In recent years, approximately 1,000 students from 34 institutions have taken part in the program. Students from 26 secondary schools representing 19 West Virginia counties have visited the West Virginia School of Osteopathic Medicine, taking advantage of the weekly tours conducted by school staff.

West Virginia School of Osteopathic Medicine

Olen E. Jones, Jr., President

Partners in Education Program

The Partners in Education Program is a collaboration between the West Virginia School of Osteopathic Medicine (WVSOM) and two local elementary schools: Lewisburg and Ronceverte. The program exists to supplement educational and other activities at each school. For example, WVSOM staff serve as mentors, host pool parties and other outdoor activities for students, and sponsor events for teachers such as monthly teacher meetings. Through the "School to Work" program at Ronceverte Elementary, WVSOM staff invite groups of students to spend an afternoon at the medical school. This program exposes children to the work environment, allowing them to glimpse the day-to-day operations of a typical office setting. Students from Lewisburg Elementary School also visit WVSOM as part of a shadowing program designed to expose them to careers in science and medicine. They spend time in various labs and offices, learning from WVSOM faculty and staff about what goes on in a medical school. Eight students from WVSOM's American College of Osteopathic Family Physicians visited Lewisburg in March 1998 to promote healthy lifestyles, good nutrition, and osteopathic manipulation. Highlights included a demonstration of osteopathic manipulation techniques that the WVSOM students performed on each other.

West Virginia School of Osteopathic Medicine

Olen E. Jones, Jr., President

Science Enrichment Program

The Science Enrichment Program is a 13-year-old community service program conducted by the West Virginia School of Osteopathic Medicine on behalf of local elementary and high school students. The purpose of the program is to enhance science education in West Virginia. The program, which is administered by the school's biochemistry department, uses the university's teaching laboratories and equipment to provide hands-on experimental activities for local students, who visit with their teachers for a 1- or 2-hour session. Each session emphasizes the scientific method and the various applications of the topic considered, thus bringing classroom science into the real world. The sessions are grade-level specific and are designed as a series that builds upon, but does not require, participation in prior sessions. The program, which annually attracts several hundred students from several counties, has received several Dwight D. Eisenhower Math and Science Grants. Teacher evaluations of the program have been consistently positive, with many teachers bringing their classes back year after year.

Worcester Polytechnic Institute

Edward A. Parrish, Jr., President

School-College Collaboration in Math and Science Education

To ensure that all Worcester Polytechnic Institute (WPI) graduates grasp the interrelationships among science, technology, and society, students must conduct projects that address community issues. Such projects will help sensitize WPI students to the increasing need for WPI to attract and retain underrepresented students. Toward that effort, WPI students have been working with local public schools in WPI's Technology and Education program in the following four areas:

Curricular innovation or enrichment by collaborating with classroom teachers (for example, introduction of writing activities in 10th grade math).

Examination of student learning styles and teaching methods in conjunction with various student outcomes assessment measures (for example, study of Scholastic Aptitude Test results of underrepresented minorities who perform poorly on many conventional tests).

Construction of specific research and/or management tools for school administrators (for example, a computer tabulation and map visualization of students who transfer several times during an academic year in a large urban system).

Completion of State-required teaching practicums for WPI math and science majors desiring teacher certification.

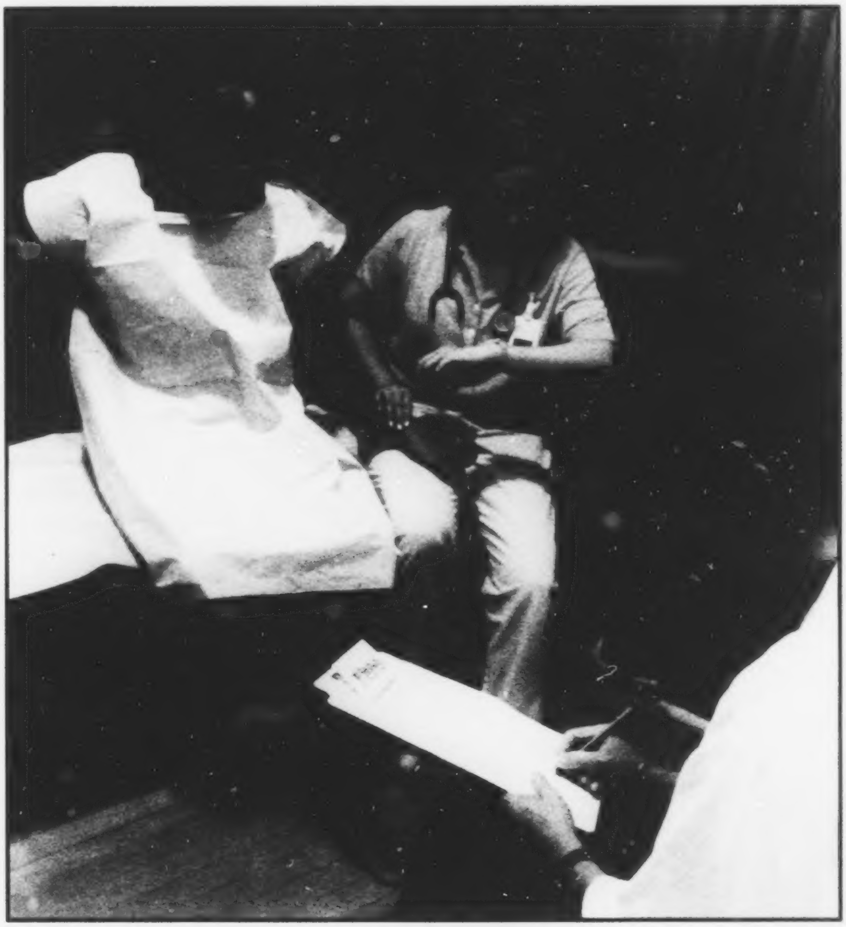
Yavapai College

Doreen Dowley, President

Leadership Center

In partnership with the Yavapai County Board of Supervisors, Yavapai College developed the Leadership Center to provide resources to promote community development. Courses are taught on topics such as citizen and community leadership and conflict management for communities in crisis. Residents use the center's staff to identify funding and technical assistance for improving their community. This assistance is especially important for the county's rural areas, where community resources often are limited. The center also provides a way for multiple government agencies to work on complex social problems affecting the county, having citizen input. To meet the needs of the community, the center's staff utilizes the expertise of the 900 county employees and 500 college employees. Center efforts are helping residents develop their leadership capacities and become more active in the governing process. Public officials also are made more aware of citizen concerns through center programs.

APPLIED RESEARCH



Arizona State University

Lattie F. Coor, President

Community-Based Applied Research Course

Each semester, the Arizona State University Center for Urban Inquiry offers a course that offers students valuable research skills and gives community-based organizations useful information. Based on the needs of these organizations, undergraduates design and conduct a research project on the opinions, interests, and needs of low-income people in Phoenix. Students also participate in weekly seminar discussions, prepare biweekly written reflections on their experience, and prepare a joint report that they present to the public. The university offers course scholarships to several persons who have experienced poverty and related conditions such as homelessness. Their participation greatly strengthens the research effort and contributes immeasurably to the education of other class members.

Arizona State University

Lattie F. Coor, President

Managing Youth Conflict

Researchers at Arizona State University in Tempe have developed a language arts workbook aimed at helping ninth graders develop positive methods to handle conflict. The project is a collaboration between the university's Center for Urban Inquiry, the Multidisciplinary Initiative on Conflict and its Management, and Tempe High School. The high school is a multiethnic, urban institution.

Initially, researchers explored what conflict means to young people, how conflicts occur, and how young people handle them. Now, researchers are testing whether curricular-embedded strategies can influence the meanings, manifestations, and management of conflict among youth.

In fall 1998, students at Tempe High School used the researchers' workbook to explore their own interaction and understanding of conflict. The research team is tracking how the young people are adapting what they learned to their everyday lives. Team members intend to use the results of this research to refine the workbook and related classroom practices.

Arizona State University

Lattie F. Coor, President

"What Matters in Greater Phoenix" Quality of Life Study

Morrison Institute for Public Policy produces the annual "What Matters in Greater Phoenix" Quality of Life Study database on issues that Phoenix area leaders and residents think matter the most. Morrison Institute conducts annual research on the issue of quality of life, both factual and as perceived by the public. The goal is to provide an objective tool that defines and measures quality of life in the Greater Phoenix region and compares public perceptions of it with actual indicator data. The report aids decision making, as public and private groups come together to solve problems and improve the region for all residents. This project is sponsored by numerous business groups, including the *Arizona Republic* newspaper.

Because the report has been published annually since 1997 public officials and residents have been able to use it to track whether education, public safety, health care, environment, children, economy, transportation and mobility, community, or arts and culture are going up or down, moving forward or backward, or staying constant.

Augusta State University

William A. Bloodworth, Jr., President

Faculty/Student Research Group

A faculty/student research group at Augusta State University in Georgia is studying and writing about the struggles local communities have with social, economic, and political injustices. The Moral Maximalists' Faculty/Student Research Group shares its research findings with individual neighborhoods and the larger community; it also works with neighborhood leaders to develop service projects in which group members can participate.

In carrying out its research and service work, the group collaborates with many community organizations. These include the Hyde Park Neighborhood Improvement Association, the Bethlehem/New Hope Community Center, and the Neighborhood Watch Association. Students in the group have written histories of many African-American and low-income neighborhoods. Their research has shown the relationship among race, class, and the location of hazardous waste sites in Augusta. The group is analyzing data collected from a door-to-door survey of Hyde Park's adult residents and will present its findings to the neighborhood in spring 1999. The University System of Georgia awarded the group a $6,000 Teaching and Learning Grant to continue its work.

Chicago State University

Elnora D. Daniel, President

Fredrick Blum Neighborhood Assistance Center

Chicago State University's Fredrick Blum Neighborhood Assistance Center provides services to address the needs of lower income and environmentally stressed neighborhoods of South and Southeast Chicago. Offered through the University's Geography Program Department, the center and the affiliated Calumet Environmental Resource Center foster self-reliant community development by collaborating with community organizations. Services include providing research and technical assistance to revitalize low-income neighborhoods, especially in the areas of housing and community development; and providing environmental information and technical resources to restore wetland habitats and brownfield sites to create a sustainable Calumet region. In addition, the center allows interns and faculty with released time to help community organizations on specified development projects. Center projects range from planning an "Adopt-A-Block" neighborhood revitalization program to the facilitation of an Ecosytem Partnership of environmental groups, community organizations, industries, and public agencies.

Cleary College

Thomas Sullivan, President/ Chief Executive Officer

Senior Project

Cleary College Senior Project represents a collaboration between the college and local businesses, agencies, and nonprofit organizations. To graduate from the Michigan college, students must complete a senior project in which they identify and attempt to resolve a problem faced at their workplace. (More than 97 percent of the college's students are employed upon admission to the college.) In their final year of study at the college, students complete a four-term applied research project. Students identify a problem at their workplace and determine an appropriate research methodology. Then they form a hypothesis for solving the problem, test the hypothesis, and analyze the results. Finally, they produce a written report, which offers conclusions and recommendations for additional action or research.

Senior projects also have helped nonprofit organizations and community groups. For example, by implementing recommendations from a senior project, a women's church group dramatically increased its membership; the group's revitalization was so successful that the church's denomination has adopted the model for statewide use.

Cleveland State University

Claire A. Van Ummersen, President

Build Up Greater Cleveland Program

In collaboration with local businesses and various state and county departments, the Urban Center of the Levin College of Urban Affairs at Cleveland State University has developed the Build Up Greater Cleveland Program, a public-private partnership designed to promote economic growth by helping rebuild greater Cleveland's infrastructure.

The program's primary goal is to ensure the availability of adequate funding for a comprehensive capital improvements program. By implementing a Cleveland Community Capital Investment Strategy, the Urban Center conducts an annual review of greater Cleveland's capital investment needs, evaluates financing alternatives, and recommends fundraising strategies. While previous efforts to improve greater Cleveland's infrastructure attempted to fix existing systems such as water and sewer treatment plants, roads, and bridges, current initiatives aim to expand and improve the systems. In addition, this partnership has worked to reduce project development time, improve communications and coordination between public agencies and utilities, and foster public-private cooperation.

The program's success depends on its many partners, including representatives from the business community, the city of Cleveland, Cuyahoga County, the Ohio Department of Transportation, the Greater Cleveland Regional Transit Authority, the Northeast Ohio Regional Sewer District, the Cleveland Water Department, and the Greater Cleveland Growth Association.

College of Lake County

Gretchen J. Naff, President

Quality of Life Strategic Plan

Residents of Lake County, Illinois, are working to preserve their natural resources while promoting economic development. Approximately 25 local environmental and business leaders and the College of Lake County have developed a comprehensive plan titled "A Consensus Plan for Enhancing and Preserving Lake County's Quality of Life." The plan provides goals and strategies to balance growth throughout the county, opportunities for economic investment, and the enhancement and protection of the county's natural resources.

Community Outreach Partnership Center Violence Projects

Hunter College (CUNY)

David A. Caputo,
President

Faculty, staff, and students at Hunter College joined with several community partners to explore aspects of youth violence in the South Bronx, New York, and to shape the development of appropriate violence prevention program models. Working through the school's Community Outreach Partnership Center, the partners began several HUD-sponsored research projects in 1997. One project involved holding several focus groups with adolescent girls to probe their experiences with violence, especially in their intimate relationships. The findings from this focus group are being used to develop a model intervention program for young females and to conduct training workshops on girls and violence for youth workers.

In another project, Hunter College provided technical assistance to a community-based youth group who requested help in developing and analyzing a youth survey. The group collected the data, while Hunter College staff statistically analyzed it at no charge to the youth organization. The youth group is using the findings to plan and advocate for improved youth services in the South Bronx.

Urban Planning and Design Studio

Hunter College (CUNY)

David A. Caputo,
President

For 2 years, graduate students in Hunter College's Urban Planning and Design Studio course have worked with community stakeholders to create development plans for use in Bronx Community District One. The course offers graduate students studying planning the chance to analyze the physical, social, and economic elements of a selected community to prepare multifunctional plans that guide development. Students taking the course won the Chase Bank's community development design competition. The bank awarded $25,000 each to two South Bronx organizations to help carry out the redevelopment plans for two buildings. The Studio will focus its efforts in Community District One for a third year to help the area's residents develop more sustainable plans for community development.

This program is part of the college's Community Outreach Partnership Center, designed as a vehicle to foster partnerships with South Bronx community residents, community groups, and organizations and to contribute to the community's redevelopment and make it a safer and healthier place for young people. One of the goals of the Community Outreach Partnership Center is to improve the physical environment for young people and their families through urban planning initiatives.

Planning Studio

Mankato State University

Richard R. Rush,
President

An urban planning class at Minnesota State University, Mankato, works with city and local organizations on the best ways to solve different community problems. Graduate students participate in a studio class that gives them hands-on experiences in research, policy analysis, and problem solving. The results give the community ideas on how to attack neighborhood problems effectively. Over the last 3 years, students developed growth management plans as well as revitalization and economic development plans; they also conducted strategic evaluations and a housing market study. Students work closely with community partners to identify the project focus and develop approaches the community can carry out easily.

Maryland Institute, College of Art

Fred Lazaurus, IV, President

Community Arts Partnerships Program

The Community Arts Partnerships Program grew out of a $50,000 planning grant from the Lila Wallace-Reader's Digest Fund. The program will build a cooperative that promotes increased cultural and educational opportunities for young people and artists and that will serve the Maryland Institute, College of Art and local Baltimore neighborhoods. Child First of Baltimore coordinates Druid Heights and Reservoir Hill, the local communities served. The goal of the program is to create national models for successful and unique afterschool initiatives that reveal how children learn, the need for art to engage communities in children's lives, and the rebuilding of community. The program seeks to discover children and adults who have exceptional artistic talent and who will work collaboratively with the Community Arts Partnership as community leaders to exhibit the arts, create community spaces to celebrate the partnership, and enhance families, communities, and schools.

Digital arts students will digitize images and texts on either a World Wide Web page or a multi-user domain for a target audience of school children in grades K–12. Children with Internet access will interact by telling and illustrating their own stories online. Those without computer access will be mentored by College of Art students, who will work with teachers and students in selected schools and community centers to share the stories already collected and to collect additional stories from their own cultural traditions. The project's long-range goal is to connect schools and community centers without Internet access so they can participate in this cyber-community arts partnership.

Mount Vernon Nazarene College

E. LeBron Fairbanks, President

Community Building

Social work students at Mount Vernon Nazarene College are applying their education to help build community development resources in Mount Vernon, Ohio. A community needs assessment conducted by a social work "micro-practice" class spurred further community involvement by the students. Results from the survey were given to an introductory social work class, which designed a series of service projects to address some of the needs. The first project, which was established during the fall 1998 semester, provides homework assistance after school through Big Brothers/Big Sisters. Another project taken on by the students is repairing playground equipment, which is fulfilling the need for safe places for children to play.

Students also are working to increase community involvement. A community festival kicks off that effort and is planned for late spring. The needs assessment has spurred faculty to become involved in the community-building effort. An interdisciplinary faculty committee has convened to discuss community development; they are studying the possibility of assisting families with home purchase opportunities in a low-income area of Mount Vernon. Other possible community involvement projects include assisting in home repair and helping with finance management.

Laboratory in Issue Analysis Program

New School University

Jonathan F. Fanton, President

As a way of helping students develop professional identities and practical skills that can benefit their communities, the Milano Graduate School of Management and Urban Policy at the New School University in New York offers a laboratory in issue analysis program that targets policy problems in local organizations. Not only does the program combine theory and practice in the professional preparation of its students, but it also offers assistance to elected officials and community organization executives. Students meet to discuss problems posed by professional communities. As a result, solutions can be found and networks created among students and community-based organizations, elected officials, and public agencies. One sample project involved having students determine whether a local hospital could establish an assisted-living facility to serve residents of Harlem.

Evaluation of the Public Housing Drug Elimination Program for the Rockford, Illinois, Housing Authority

Northern Illinois University

John E. La Tourette, President

Northern Illinois University in DeKalb is working with the Rockford Housing Authority and the Rockford Police Department to evaluate the effectiveness of a Public Housing Drug Elimination Program. Funded by the U.S. Department of Housing and Urban Development, the drug elimination program uses strategies such as community policing and cooperative efforts among public housing residents, property managers, and police officers. University researchers analyze administrative data and interview public housing staff, police officers, residents, and property managers. The evaluation is providing the housing authority with an assessment of its current program's effectiveness and identifies several key operational and administrative issues that must be addressed to improve program outcomes.

Strategic Neighborhood Revitalization Plan

Northern Illinois University

John E. La Tourette, President

As an institution with expertise in planning and evaluation, Northern Illinois University is working with Peoria's Neighborhood Development Commission to evaluate the commission's proposed new neighborhood development efforts. Under the plan, Peoria would allocate its development funds based on competitive applications from neighborhood groups. The university interviewed city officials, commission members, neighborhood groups, and other interested parties about the proposed new process. The university's evaluation helped the city's development commission find out which new procedures were working and which were not. With the guidance of this evaluation, the city of Peoria is moving forward to solicit additional rounds of proposals for neighborhood development and improvement from neighborhood groups.

Northwest Missouri State University

Dean L. Hubbard, President

The Healthy Communities for the Midwestern Four Corners

Three years ago, Northwest Missouri State University and the Heartland Regional Community Foundation joined forces to begin involving area citizens in building a new pathway for accelerating community transformation. The project, called "The Healthy Communities for the Midwestern Four Corners," comprises 15 counties in northwest Missouri and 10 counties in Iowa, Kansas, and Nebraska. In 1997, the initiative became part of a 5-year national applied research project titled "Accelerating Community Transformation-Outcomes Toolkit Project," with six other communities in four other States. Corporate partners include Astra Pharmaceuticals, The Healthcare Forum, and Macro International.

The mission of the Four Corners initiative is to improve the health and quality of life for all children and adults within the region. Partners include individual schools, school districts, cities and towns, public and private agencies, hospitals, corporations, and foundations. Four "best practices" guide this effort: annual regional summits, community visioning forums, a comprehensive youth initiative, and the national Accelerating Community Transformation-Outcomes Toolkit Project. As a part of the Outcomes Toolkit Project, the six participating communities worked with The Healthcare Forum and Macro International to develop a unique software package to assist community members in their development activities.

Oregon State University

Paul G. Risser, President

Performance Measurement System

The Oregon Commission on Children and Families worked in partnership with the Oregon State University Family Policy Program throughout 1996 and 1997 to design and implement a statewide performance measurement system that emphasizes accountability for results in programs for children, youth, and families. The system was implemented in July 1997 by the state Commission on Children and Families and all 36 county commissions around Oregon. All programs funded by the state commission or any county commission now track participant outcomes using the system.

To develop the measurement system, Oregon State faculty identified the empirical links between the State's goals and benchmark indicators, achievable program-level outcomes, and measurement strategies for tracking those outcomes. Ultimately, three guides were produced to summarize the research. Communities use the guides to design and assess effective prevention efforts addressing child abuse, drug abuse, teen pregnancy and parenting, juvenile crime, early childhood development and education, and other issues. The result is empirically based, locally controlled, and outcome-oriented community initiatives for children, youth, and families. The guides allow communities to utilize research findings and local resources to develop locally appropriate strategies to meet local needs while instituting results-based accountability efforts.

Palm Beach Atlantic College

Paul R. Corts, President

Applied Business Research Institute

Students and faculty at the Rinker School of Business at Palm Beach Atlantic College provide applied research services for West Palm Beach businesses, government, and nonprofit organizations through the Applied Business Research Institute. The service provides affordable assistance to local businesses, whether it is short-term expertise or a long-term consulting relationship. Students work on projects under the guidance of experienced professors to help businesses create effective means to acquire, store, analyze, and retrieve information from computer systems. Other projects may involve providing staff development and training programs, producing data to catalyze changes in human resources management, integrating information technology into business strategies, or developing a strategy for promoting tourism in West Palm Beach.

Rensselaer Polytechnic Institute

Cornelius J. Barton, President

Dream Street Project

To address safety concerns for local residents and communities, Rensselaer Polytechnic Institute offers the Dream Street Project, which targets traffic congestion, parking availability, and pedestrian habits in Troy, New York. This "traffic calming" project is designed to limit the number of vehicles that use Fifth Avenue as a route to the main commercial corridor of Hoosick Street, the Collar City Bridge, and points north of Hoosick Street. Students work with 50 representatives of the Rejuvenate Old Sixth Avenue neighborhood group and the city of Troy to examine traffic patterns that may threaten the safety of local residents. In addition to making changes in the traffic pattern in the community, other improvements include newly painted crosswalks and signage and the closing of King Street.

Savannah State University

Carlton E. Brown, President

Midtown Community Center

A revitalization project for the Midtown neighborhood of Savannah, Georgia, has taken shape with the help of students and a professor in the department of social work at Savannah State University. Plagued by high rates of crime and poverty, Midtown faced deterioration and residents leaving the area.

Students analyzed demographic data and talked with Midtown residents to develop a plan for action. The plan called for a community center, which would provide a safe environment for residents, a place to discuss rebuilding the community's resources, and a visible symbol that the community can work together. After unveiling the plan, a Midtown resident donated an abandoned building to house the center. Located at the center are a nonprofit community development corporation, a senior citizens center, and a counseling center. In developing the project plan, students and residents learned the importance of resident involvement in revitalizing the community.

Swarthmore College

Alfred H. Bloom, President

Chester-Swarthmore College Community Coalition

The nonprofit Chester-Swarthmore College Community Coalition helps public housing residents identify community problems and design solutions to those problems. Through the coalition, public housing residents, Swarthmore College staff and faculty, and representatives from key community organizations in Chester, Pennsylvania, meet monthly to identify resources and use consensus to solve problems. To date, coalition projects include an afterschool program that residents run at the local community center; Creating the Village, a resident-coordinated bimonthly family night for parents and their children; Writing Our Way, a summer literacy program aimed at maintaining and enhancing school year learning; The Bridges Project, a conflict-resolution program for middle school children; and the Chester Boys Chorus, a classically trained performance chorale. Swarthmore students collaborate with community agencies on all coalition programs.

Swarthmore College

Alfred H. Bloom, President

Community Service-Learning Office

Dissatisfied with the lack of coordination between campus service projects and local community needs, Swarthmore College established the Community Service-Learning Office in fall 1997. The office works in partnership with various agencies in Chester, Pennsylvania, to identify service opportunities and to train student volunteers. The Community Service-Learning Office sets its agenda after consulting with a group of students, college faculty and staff, community leaders, and service organization directors. This group, which meets regularly, matches student academic interests with community needs. Members review successful current and past projects and foster ongoing relationships between the campus and its community. Guided by the group, Swarthmore began several new service projects in January 1999. These projects include a literacy corps, an SAT preparation course for high school students, and an advanced biology curriculum for local high schools.

Temple University

Peter J. Liacouras, President

Center for Social Policy and Community Development

To target community and economic development issues nationwide, Temple University operates the Center for Social Policy and Community Development to analyze and research employment and training, welfare reform, economic development, and child abuse and neglect issues that affect communities, organizations, and agencies.

The center provides services that include feasibility studies and needs assessments to stimulate local economies. In North Philadelphia, for example, the center conducted a comprehensive study to develop various franchises to encourage community and economic development in a local low-income community. A needs assessment targeted policy development and programs to be developed within the city. The center also serves as a third-party evaluator for the Philadelphia Industry Council's Teen Parent and the Non-Custodial Program.

In addition, the center offers minigrants to university faculty who work with students and local organizations for activities, programs, and research initiatives that relate to community issues such as positive parenting and violence prevention.

Trinity College

Evan S. Dobelle, President

The Trinity Center for Neighborhoods

Trinity College in Hartford, Connecticut, and local neighborhoods established the Trinity Center for Neighborhoods in 1975 to make the college's research faculty and resources available to community groups. The Center matches neighborhood problem solving committees with a faculty member. The faculty member undertakes research on issues identified by the neighborhood and reports the results to the committee. The Center now offers applied research assistance to each of the 17 neighborhoods that compose the city of Hartford. The Center also provides technical assistance to increase citizen participation in each problemsolving committees. To date, the Center has completed more than 50 neighborhood research projects.

University of Alabama, Tuscaloosa

Andrew A. Sorensen, President

Summer Research Internship

Undergraduate and graduate students at the University of Alabama surveyed adolescents living in low-income neighborhoods in Mobile and Prichard to detect the prevalence of risk attitudes and behaviors. The city of Mobile Housing Authority and the city of Prichard were partners in the program. Student researchers lived in Mobile for 11 weeks during their summer internship. They surveyed more than 1,800 youth and worked with university faculty and staff to learn the theoretical and practical bases of field research.

During their internships, students gained valuable insights into what it is like to live in low-income neighborhoods. The university will share all student data with government officials, housing authorities, and community agencies in Mobile and Prichard. These organizations will use the data to plan and obtain grants for programs that serve low-income neighborhoods.

University of Arkansas, Little Rock

Charles E. Hathaway, Chancellor

Faculty Study of Little Rock School District

In 1997, a team of nine University of Arkansas, Little Rock faculty members from different disciplines undertook a year-long study of the Little Rock School District. The result was a report to the community titled *Plain Talk*. This study delivered what its name implies: an honest assessment of the problems that have plagued the school district, dating back to the 1957 crisis at Central High. The report has generated a series of community discussions and may lead to the creation of a community congress to deal with school issues.

University of California, Los Angeles

Albert Carnesale, Chancellor

Community Development from the Ground Up

Faculty and students from the University of California at Los Angeles (UCLA) spend time researching issues related to the poor and working poor of their community. The research grows out of joint work facilitated by the Community Outreach Partnership Center, UCLA's Department of Urban Planning, and the Center for Labor Research and Education. UCLA students provide background materials to representatives from Los Angeles-based grassroots community, labor, and citywide advocacy organizations.

For one recent project, the students created a research database with a local union organization. They surveyed workers at a food manufacturing business about housing issues and researched the history and current involvement of unions in housing-related activities. Under faculty guidance, students shared the results with union leaders, who gained insight about local housing options and learned how other unions assist their members. In all cases, the students' work complements and furthers the agendas of community organizations.

University of Colorado, Denver

Georgia Lesh-Laurie,
Chancellor

Class on Citizen Participation

As a part of a graduate class on citizen involvement in government, students at the University of Colorado, Denver put theory to work by conducting field research on local issues. During the 1998 spring semester, students spent half their time exploring literature on citizen participation and half working with citizen groups on local issues. Projects addressed issues such as the impacts of a proposed football stadium on neighboring low-income residents; the gentrification of a downtown thoroughfare; and the effect of the new rules on Medicare patients issued by the Health Care Finance Administration. Students presented their findings at the end of the course. Clients were pleased with the results of the projects, and the class was offered again in the spring of 1999.

Washington/Baltimore HIDTA Research Program

University of Maryland, College Park

William E. Kirwan, President

The Neighborhood Prevention Grants Project of the Washington/Baltimore High Intensity Drug Trafficking Area (HIDTA) Research Program, centered at the University of Maryland, funds youth-focused, community-based drug prevention programs. The goal of the Neighborhood Prevention Grants Project is to find which programs work best to reduce community disruption and the personal harm created by illegal drug use and sales and their association with youth activities in the community. The project solicits grant proposals from community/law enforcement partnerships in the region and awards funding for up to 3 years. Proposals for 1999–2001 are under review. Funding is provided by the Office of National Drug Control Policy.

Memphis Maps

University of Memphis

V. Lane Rawlins, President

The Memphis Maps program is a unique collaboration among government, education, and grassroots organizations. The University of Memphis Center for Urban Research and Extension provided a 6-week training program for high school students on geographic information systems, providing summer employment for the students and residents from the three Memphis enterprise neighborhoods.

The 6-week program trained 18 Orange Mound, North Memphis, and South Memphis high school students to use state-of-the-art computer hardware and software to produce useful maps of their neighborhoods. The program taught the students about the areas in which they lived and trained them in a marketable skill that enhances their reasoning and communications abilities. HUD, the City of Memphis Division of Housing and Community Development, and the Orange Mound Collaborative jointly funded the program, with the university contributing administrative and technical support.

Mid-South Community Profile

University of Memphis

V. Lane Rawlins, President

The Mid-South Community Assessment Collaborative contracted with the University of Memphis Center for Urban Research and Extension to develop a community profile for a seven-county mid-South area. Phase I of the project provided baseline and contextual information for programmatic and resource allocation decisions across a wide spectrum of organizations.

The initial phase of this work focused primarily on data collection and required building relations among the partners and cooperating agencies. The work completed during Phase I resulted in an annotated inventory of completed assessments for the region. As part of this effort, the Center for Urban Research and Extension outlined steps to ensure that baseline information is routinely collected and updated. The information will become available in an easily accessible format for members of the community.

Partners in this collaborative research effort include the center, the Bureau of Business and Economic Research, Memphis Alliance for Public Health, the university department of criminology and criminal justice, and the Memphis Area Chamber of Commerce. In addition, university faculty members, researchers, and graduate students participated in the project. The Mid-South Community Assessment Collaborative, which is composed of 20 agencies, organizations, and local governments in the mid-South, funded the project.

University of Minnesota

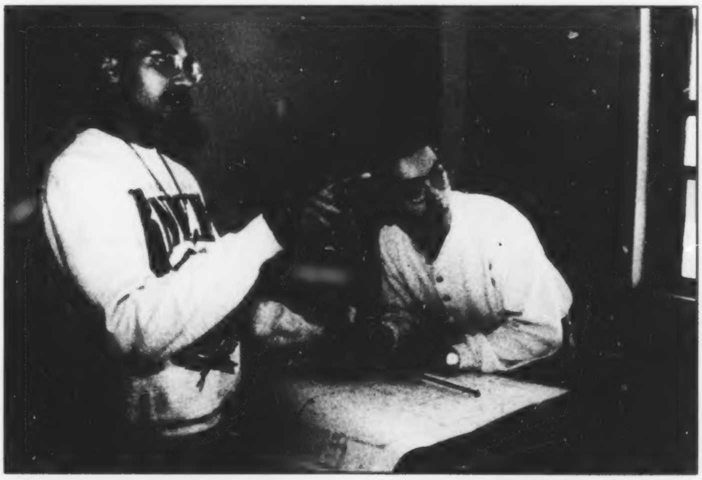
Mark Yudof, President

Neighborhood Planning for Community Revitalization

Neighborhood Planning for Community Revitalization provides applied research assistance to community-based organizations in Minnesota. The program is a partnership between the University of Minnesota and eight other colleges and universities. Since its inception in 1993, the program has supported 198 neighborhood-based research projects and 82 different neighborhood organizations in Minneapolis and St. Paul. It also gives faculty members and students an opportunity to conduct applied research projects in the local community.

Most projects focus on economic development, housing, environmental preservation, social services, neighborhood histories, and land use issues. Neighborhood organizations can request applied research assistance three times a year. If its project receives approval, the neighborhood organization hires a research assistant and supervises the project to completion. The university pays the researcher's salary while the organization covers administrative expenses incurred during the project.

The university's Center for Urban and Regional Affairs shares responsibility for program operation with members of a consortium that includes: Augsburg College, College of St. Catherine, Concordia University, Hamline University, Macalester College, Metropolitan State University, Minneapolis Community College, University of St. Thomas, and various community and governmental representatives.



Asset Mapping

University of Missouri, Kansas City

Eleanor B. Schwartz, Chancellor/Provost

The Center for Economic Information at the University of Missouri, Kansas City, is working with local agencies and organizations to map the assets of six local neighborhoods. Project partners include the Kansas City Neighborhood Alliance, the city's Department of Neighborhood and Community Services, and Brush Creek Partners. The center provides technical assistance to help mapping teams establish themselves within each neighborhood. It produces a series of maps for each team that delineates detailed demographic information and other information that the teams request. Other center projects include development of a comprehensive and integrated database that will incorporate data from secondary sources. A World Wide Web interface will help neighborhood residents use the database.

Grandparents as Parents

University of Missouri, Kansas City

Eleanor B. Schwartz, Chancellor/Provost

The number of Kansas City grandparents who are raising their grandchildren is growing. In response, the University of Missouri, Kansas City, and the Community Development Corporation of Kansas City are working together to understand and meet the needs of this population. In 1998, university students and grandparent volunteers conducted a survey to identify the major issues that grandparents face. On the basis of preliminary survey results, the university decided to develop the Grandparents as Parents program to identify or develop referrals, information, and services that grandparents need. The program also will identify gaps in available services, provide opportunities for grandparents to enrich their lives, and create intergenerational programs for grandchildren.

The Kansas City community has been receptive to the Grandparents as Parents idea. Blue Hills Neighborhood Association has offered to provide space in its community center for meetings, activities, and an office. Other organizations have agreed to act as resources for the program and provide referrals.

Neighborhood Survey

University of Missouri, Kansas City

Eleanor B. Schwartz, Chancellor/Provost

In cooperation with community leaders and members, University of Missouri, Kansas City faculty and students designed and administered a survey to 500 families in the Old Northeast and 12th Street Heritage neighborhoods to determine needs for education and training, health care, employment, and social services. Community partners enabled diverse groups and populations to participate in the research and recruited focus group participants. Teams of doctoral students from the university used this research opportunity to learn about the role of survey research in community development. In addition to household surveys conducted by students, community partners used resources and activities to encourage groups to fill out the survey. For example, new immigrants from Somalia completed the survey as part of their training in English as a second language.

University of Missouri, St. Louis

Blanche M. Touhill, Chancellor

Environmental Justice Partnership

The University of Missouri, St. Louis offers the Environmental Justice Partnership to assist in community development and environmental education. To empower community residents, the Partnership established an Environmental Justice Advisory Board to provide expert consultants to advise residents, enhance opportunities for scientific analysis, develop plans for community work in each neighborhood, and disseminate environmental justice information to affected communities. With Project HOPE (Helping Other People Emerge) serving as the lead community partners, three community areas—Hyde Park in north St. Louis City, Pagedale in St. Louis County, and the Goose Hill and Winstanley neighborhoods in East St. Louis—are involved in this effort.

University of Nevada, Las Vegas

Carol Harter, President

Studies of Selected Quality-of-Life Issues

The University of Nevada, Las Vegas participated in a joint university-community project to inform citizens and policymakers about the problems and solutions to local quality-of-life issues. A total of 41 team member—consisting of community professionals, university faculty members, and university graduate assistants—formed 10 research teams that examined the following urban issues: affordable housing, school availability, health and human services, water quality and availability, air quality, traffic and transportation, law enforcement and corrections, worker training, Nevada's role in managing regional growth, and city-county cooperative planning efforts. The project made possible an outstanding opportunity for graduate students to work closely with community and university experts; it also produced a final report with information and recommendations designed to strengthen the community.

University of North Carolina, Wilmington

James R. Leutze, Chancellor

Cape Fear Regional Partnership Network

The University of North Carolina, Wilmington has joined with the region's institutions of higher education, public schools, businesses, and medical centers to create the Cape Fear Regional Partnership Network. The goal of the network is to use broadband, fiber-based interactive technologies to develop and promote educational, business, government, community, and health care services in southeast North Carolina. The partnership, which emphasizes collaborative programming, is developing ways to link institutions in the region's rural counties to the "information highway." The network is funded through yearly membership dues and grants. All partners contribute staff resources.

University of Northern Iowa

Robert D. Koob, President

Laborshed Concept

Researchers at the University of Northern Iowa recently found that unemployment figures underestimated local labor availability and discouraged employers from moving into the region or expanding their operations there. In response, the university's Institute for Decision Making devised a more accurate approach to estimating the availability of workers within three laborsheds. A laborshed is the area from which a community attracts its commuting workers. Partners in the research project were the local economic development group, investor-owned utility companies, and the Iowa Department of Economic Development.

Researchers studied laborshed characteristics in three communities. As a first step, employers in each community identified the zip code areas in which their employees live. This helped researchers determine laborshed boundaries. Researchers then conducted random phone surveys in the laborsheds and were able to quantify the labor force by ZIP Code, gender and age, skills, occupations, wages, and education level. The researchers gathered information about the wages that unemployed individuals would need to enter the labor force. Survey respondents who were currently employed provided information about the wages and benefits they would require to change employment.

University of Southern Colorado

Tito Guerrero, III, President

Comprehensive Assistance to Nonprofit Organizations

The University of Southern Colorado's new American Humanics nonprofit certification program works with one fledgling nonprofit agency each year. Faculty and students work with agency staff and board members to design and carry out a strategic plan for organizational development. The project links the nonprofit agency with resources and technical assistance in management training and support, resource development, communications, program development, and evaluation.

University of Texas, Arlington

Robert E. Witt, President

Charter School Evaluation

To determine the effectiveness of charter schools in Texas, a project conducted by the School of Urban and Public Affairs at the University of Texas, Arlington evaluates 19 open-enrollment charter schools throughout the State.

A collaboration between the University of Texas, Arlington, the University of North Texas, and the University of Houston resulted from a request by the State Board of Education to obtain information that will aid its oversight of the schools and help strengthen educational efforts. The three university teams evaluated charter schools in different areas of the State and conducted pre-evaluation information gathering about the students, teachers, budgets, funding sources, and buildings. In addition, comparative surveys of charter school parents, public school parents, and students were conducted to determine the reasons for choosing the schools, their expectations, their involvement and their anticipated satisfaction. An analysis was made from the annual, State-mandated TAAS test to compare student performances.

University of Texas, Arlington

Robert E. Witt, President

Economic Development Strategic Plan for the City of Vernon

By working in collaboration with the city of Vernon, Texas, and the Vernon Business Development Corporation, students and faculty at the School of Urban and Public Affairs at the University of Texas, Arlington assist community leaders, residents, and business owners in the creation and implementation of an economic development strategic plan for the city.

In 1996, the university organized an applied strategic-planning class that included four 2-day visits to Vernon. Working with 10 community committees organized by the Vernon Business Development Corporation, the students analyzed the strengths and potential of targeted development areas, ranging from industry attraction and business retention to agriculture and quality of life. The group presented its tentative plan to the Vernon community in two town meetings. The final report described the existing situation, goals, and strategies for their accomplishment in each of the analyzed areas.

Funding was provided by the city of Vernon and the University's Center for Economic Development Research and Service.

University of Texas, Arlington

Robert E. Witt, President

Glenn Heights Development Vision

By working in partnership with the city of Glenn Heights, the School of Urban and Public Affairs at the University of Texas, Arlington offers an economic development plan that impacts on the communities and residents within the metropolitan area.

Students work with city officials to set goals and design strategies for the development plan. Planning students wrote the proposal, which included windshield surveys of every street in the city, a mail-out survey of residents, and a telephone survey of businesses. Economic development students provided business and marketing background information. The students' work has resulted in recommendations to use an area of park land to build a 5-acre town center and shopping area that would support retail, civic, social, recreational, and residential activities. Other recommendations were made for business development and zoning.

The project was funded by the city of Glenn Heights, Southwestern Bell, and the University's Center for Economic Development Research and Service.

University of Texas, Arlington

Robert E. Witt, President

Outreach Program

Working in collaboration with public and private agencies, the University of Texas, Arlington offers an Outreach Program to address urban problems in the community.

The program offers the services of faculty, staff, and students to research urban problems and public policies that affect community areas. Among the services provided to cities throughout the State of Texas are preparation of community plans, projections of school enrollment, land-use studies, zoning ordinance revisions, studies of housing conditions, city charter revisions, single-member district plans, highway redesign studies, community opinion surveys, and fare structure analyses. In addition, the program provides low-cost professional assistance to municipalities that otherwise could not afford the expert help.

The program is spearheaded by its School of Urban and Public Affairs, which also houses the headquarters of the National Coalition to Improve Management of State and Local Governments. The coalition provides technical assistance and management information to help governments and agencies operate more efficiently.

Lucas County Land Use and Housing Policy Plan Project

University of Toledo

Frank E. Horton,
President

Working in collaboration with the Toledo-Lucas County Plan Commissions, the Department of Geography and Planning at the University of Toledo conducts a project that targets the Lucas County Land Use and Housing Policy Plan.

The project is designed to encourage development of vacant land in areas where public investment in roads and utilities have occurred, to provide for sufficient publicly owned open spaces as infill development continues, to equalize development costs between infill and expansion zones, and to promote the availability of housing. The goal of the project is to develop a comprehensive adaptive reuse plan for areas experiencing disinvestment as well as to encourage investment in older stable neighborhoods and maintain the livability of existing neighborhoods through preservation and enhancements.

Toledo Brownfields Redevelopment Program

University of Toledo

Frank E. Horton,
President

By working in collaboration with the city of Toledo's Department of Development, community development corporations, and economic advisors, the Toledo Brownfields Redevelopment Program at the University of Toledo identifies environmental concerns that impact on the communities and their residents.

A study commissioned by the City of Toledo Environmental Advisory Board and conducted by the University of Toledo Urban Affairs Center found that more than 60 percent of all commercial and industrial real property transactions in Toledo are encumbered by environmental problems. Under the guidance of staff from the University of Toledo's Urban Affairs Center, the program conducts a study to identify landfills, dumps, and contaminated sites in Toledo. A team from the Center analyzes and prioritizes sites for redevelopment and selects those that would have the most positive, substantial, and immediate impact on the community.

Fair Lending Coalition

University of Wisconsin, Milwaukee

Nancy L. Zimpher,
Chancellor

The Fair Lending Coalition is a racially diverse, community-based organization whose goal is to increase access to mortgage lending and other banking services for residents of central Milwaukee and for racial minorities throughout the metropolitan area. The University of Wisconsin, Milwaukee conducts research on lending issues to support the coalition's activities.

This combination of community organizing and university-based research has been very effective. To date, the coalition has negotiated community reinvestment agreements with 12 local lenders. These agreements have resulted in more than $110 million in new mortgage loans in previously redlined neighborhoods, four new branch offices in the central city, affirmative action commitments to increase minority employment, and commitments to increase contracting with minority-owned businesses. Monitoring committees made up of representatives from the lender and the coalition oversee the implementation of these agreements.

Faculty and graduate students from the university have provided research, policy guidance, and other technical assistance to the coalition since its inception in 1991. Each year, university researchers summarize data on local lending institutions. The coalition uses this information in negotiating its agreements and in its monitoring activities. University researchers have also conducted special research projects on the growing role of check-cashing businesses, the distribution of small business loans in the Milwaukee metropolitan area, and other topics.

The coalition has been supported by the city of Milwaukee, local churches and unions, the Milwaukee Foundation, the Campaign for Human Development, and the work of many volunteers who serve on monitoring committees.

University of Wisconsin, Parkside

John P. Keating, Chancellor

Community Policing Study

In partnership with the local police department, a University of Wisconsin, Parkside sociology class conducted a 2-year comprehensive evaluation of community policing in Racine, Wisconsin. The study assessed the effectiveness of community policing and recommended improvements in the program.

This project, funded by the National Institute of Justice, surveyed community residents and police attitudes. The study included focus groups with community leaders. An evaluation of crime statistics in targeted neighborhoods over time and between community policing areas and those not involved in community policing also was conducted. Students from the university worked on all aspects of the evaluation, including data collection, analysis, report writing, and the presentation of findings to community and professional organizations.

Washington State University

Samuel H. Smith, President

Energy Efficiency in Public Housing

Washington State University's Cooperative Extension Energy program is working with public housing authorities in the Pacific Northwest to institutionalize energy-efficiency practices in new and existing public housing projects. The benefits from this project include lower utility costs for housing residents; lower costs for Federal, State, and private institutions that provide funds to help operate housing projects; and increased comfort for residents. The Northwest Energy Efficiency Alliance funds this project.

As a case study, the university is working with the Seattle Housing Authority to help plan and construct a large public housing project. The university has provided supporting information and technical assistance to developers, the housing authority, Seattle Public Utilities, and Seattle City Light to improve the housing authority's energy-efficiency guidelines and practices.

Wayne State University

Irvin D. Reed, President

Community Reinvestment Strategy

To help local organizations and communities plan community and economic development efforts, Wayne State University sponsors the Community Reinvestment Strategy, which identifies the assets, strengths, and reinvestment opportunities for individual neighborhoods of Detroit communities and recommends the priorities for neighborhoods to use in planning activities.

Representatives from the College of Urban, Labor, and Metropolitan Affairs at the university's Center for Urban Studies provide technical assistance in the form of demographical information on 10 local neighborhood clusters through its Geoarchive information database.

Resultant recommendations focus on specific areas in each neighborhood cluster, including site clearance; residential rehabilitation; new residential, industrial, and institutional development; entertainment; open space uses; and retail service centers. Final products consist of individual sector reports that prominently feature Center for Urban Studies maps, development of a Web site, and development of a CD-ROM for the City Planning Department.

Partners in this initiative include the Skillman Foundation, the Kresge Foundation, the Hudson-Webber Foundation, the McGregor Fund, and numerous community organizations, businesses, and individuals.

Wittenberg University

L. Baird Tipson, President

Wittenberg University's Updating the Dream Program

To better serve its community, Wittenberg University sponsors an Updating the Dream Program to gather demographic, economic, and social characteristic data in Springfield, Ohio.

By conducting this community profile, the program identifies how the city of Springfield fits into its region. By working in collaboration with local planners, community organizations and residents, the program's data may impact the future of local government.

In response to a preliminary report that was disseminated throughout the community, an ordinance was passed that sets up a process to deal with dilapidated residences. Future plans include program input into a new joint comprehensive plan to guide the city of Springfield and Clark County into the 21st century.

Yale University

Richard C. Levin, President

Regional Data Cooperative

Several years ago Yale University students collaborated with the Community Foundation to create the Regional Data Cooperative for Greater New Haven. The mission of the student-staffed cooperative is to help organizations that develop policy, provide funding, or provide services to New Haven and the region to share and analyze data. By maintaining a database of critical indicators and helping organizations to collect and analyze information, the cooperative provides a needed community resource. The cooperative provides coordinated, at-cost services that would be too expensive for individual organizations to pursue. Examples of Regional Data Cooperative projects include a published volume titled *New Haven Maps '95*, which demonstrates the potential utility of information sharing and geographic analysis; the development of New Haven Online, which the Free Public Library will take over (the cooperative will secure ongoing funding for this project from local foundations); and the creation of a voucher system in which local grant agencies distribute vouchers so that grantees, particularly small organizations, can have access to the cooperative's services. Community Outreach Partnership Center and Yale's Institution of Social and Policy Studies provided early funding for the project.

MAJOR INSTITUTIONAL CHANGE

Boston University

Jon Westling, President

Chelsea Partnership

Through a collaboration with the State legislature and the city of Boston, Boston University sponsors a partnership with Chelsea Public Schools to rebuild its school system as a first step toward developing a model for reform of urban education nationwide. The Boston University/Chelsea Partnership was created in answer to the school's financial and social decline. Under the terms of the Partnership, university faculty and administrators establish policies for the school system that are aimed at student recruitment and retention. These efforts have resulted in a 42-percent increase in the student population, with 80 percent of Chelsea students coming from minority groups. In 1991, Boston University established A Different September Foundation to increase private support of the Partnership's efforts to reform urban public education. Because the operating costs of the foundation are paid by the university, every dollar raised is used directly to improve the Chelsea Public Schools. In addition, Chelsea Public Schools received a grant from the Annenberg Challenge to be applied to its reform efforts.

California State University, Monterey Bay

Peter Smith, President

21st Century University

To better coordinate future community services, California State University, Monterey Bay operates the 21st Century University, Service Learning Pedagogy, and the Future of Service to the Community program to assist students in developing skills as community leaders.

The university offers a general education curriculum that includes targeted coursework such as Introduction to Service in Multicultural Communities. These courses enable students to develop skills as community builders in the context of their academic majors and career goals. Community service activities have included developing interpretive materials for museums and parks, tutoring and mentoring elementary school children, working in HIV/AIDS outreach, and designing multimedia projects for community organizations.

To date, the program has coordinated the work of 770 students in 46 different service-learning courses. In addition, students have worked with more than 240 different schools, social service agencies, nonprofit organizations, and community groups, providing more than 50,000 hours of service to the community.

Cleveland State University

Claire A. Van Ummersen, President

Ohio Urban University Program

The Ohio Urban University Program is a statewide collaboration of eight urban universities to conduct research, public service, and outreach efforts to identify problems and propose solutions affecting Ohio's metropolitan regions. Initiated by Cleveland State University in 1979, the program targets critical statewide urban issues such as regional growth and development, economic indicators, housing policy, urban design, Geographic Information Systems (GIS), leadership training, and technical assistance for nonprofit organizations, foundations, and State and local governments.

The program highlights partnerships with many public and private agencies, including the city of Cleveland, Cuyahoga County Planning Commission and Department of Community Development, Regional Transit Authority, and neighborhood and civic organizations. Additional partners include the Greater Cleveland Growth Association and Cleveland Tomorrow, Ameritech, the Ohio Department of Development, Ohio Board of Regents, and the Department of Administrative Services.

College of William and Mary

Timothy J. Sullivan, President

The Crossroads Project

A public-private partnership in Williamsburg, Virginia, addresses the need to preserve the history and character of the community. The Crossroads Project, organized and led by the College of William and Mary, brings together the city of Williamsburg, James City and County, the Colonial Williamsburg Foundation, Eastern State Hospital, the Hampton Roads Partnership, and the Virginia Economic Development Partnership to discuss and fund a study to direct the community's growth. The initiative plans to leverage the area's assets to market Williamsburg as an international destination, promote a knowledge-based economy, reduce suburban sprawl, and maintain the area's fragile environmental resources.

Coppin State College

Calvin W. Burnett, President

Rosemont Elementary School

In September 1998, Coppin State College assumed management of Rosemont Elementary School in Baltimore City, located in the Coppin State College community. The Rosemont School was performing below standards set by the Maryland State Department of Education. Coppin is the only institution of higher education in the State of Maryland to undertake such a project, overseeing personnel, curriculum, administration, and financial management. Coppin State College will use its resources to introduce innovative and effective approaches to instruction and school management in the Rosemont School.

The Rosemont Elementary School student population is 100 percent African-American. All are at-risk students who live in a community with substance abuse; high rates of crime, family mobility, incarceration, and unemployment; and poor health conditions. This project is a community partnership funded by Baltimore City Public Schools. Coppin will strive to improve Rosemont student attendance and overall achievement in reading and math, reduce disruptive student removals and incidents, improve self-esteem, and increase family/care provider involvement.

Rosemont students, their families, and community residents now have access to the Coppin Health Center for their healthcare needs, another outgrowth representing Coppin's commitment to expanded community outreach. Coppin State College nursing and education majors volunteer for in-service learning opportunities at the health center and the elementary school. This school year, elementary school students attained a 100-percent immunization rate for the first time.

To better assist Rosemont parents in their children's socialization and educational process, Coppin has implemented the Black Parenting program. Additionally, Coppin has adopted an academic curriculum that exceeds Maryland State Department of Education Assessment Program outcomes, centered on "thinking skills" designed to improve students' abilities to think through questions and develop solutions while increasing their confidence and enhancing their knowledge. The curriculum is built on both research-based approaches for effective thinking and promising practices in education.

Fayetteville State University

Willis B. McLeod, Chancellor

Outreach Partnership Center

The Fayetteville State University Community Outreach Partnership Center is working with the U.S. Department of Housing and Urban Development (HUD) and the city of Fayetteville to improve the quality of life in the College Heights/Murchison Road community. The Fayetteville Consolidated Plan warns that this neighborhood could lose its capacity to function as a thriving, viable, and safe community. Ever-worsening problems, including poverty, unemployment, declining property values, and a distressed retail market, plague the area.

To combat these problems, the center operates several programs. The Small Business Incubator facility provides technical support to new area enterprises. A special program for community organizations offers the training, information, and technical support these agencies need to participate actively in community improvements. The center's computer and telecommunications program helps low-income persons develop job skills. In redeveloped areas, the center provides relocation counseling to existing residents and homeownership counseling to potential buyers of the area's new affordable housing. Finally, the center conducts detailed market analysis to support retail businesses planned for the target area. HUD and the city of Fayetteville fund the center.

Golden Gate University

Thomas M. Stauffer, President

Leadership High School Charter School

In August 1997, Golden Gate University partnered with Leadership High School, the first charter school in San Francisco, to create a unique learning environment for the country's next generation of leaders. Leadership High School, located at Golden Gate, prepares youth to work, excel, and lead in a community of ethnically, racially, socioeconomically, and geographically diverse constituencies. Students participate in service learning, leadership programs, and city labs that expose students to experiences outside of the classroom.

The Golden Gate/Leadership High partnership is integral to the success of Leadership High School and fosters a sense of community among everyone involved. The university environment provides high school students with a sophisticated level of resources and technology. The higher education atmosphere pushes the Leadership students toward a higher level of achievement and motivates them to attend college. Golden Gate students benefit by gaining access to extracurricular activities such as the Latino Law Club Mentoring Project, Mission Street Crosswalk Committee, tutoring programs, the Names Project, and the Golden Gate/Leadership Speaker Series. In the future, Leadership High School will serve as the learning laboratory for the university's new Institute of Educational Leadership and Instructional Technology.

Kentucky State University

Mary L. Smith, President

Neighborhood Revitalization

Kentucky State University in Frankfort is working with a collection of public and private partners to revitalize the neighborhood next to its campus. The partnership is building new single-family dwellings for first-time home buyers and constructing a community education center that will offer classes and other resources. The university and its partners also rehabilitated existing housing and put local residents in touch with community resources such as tutoring programs, cleanup and fixup projects, and cultural and recreational activities.

HUD's Historically Black Colleges and Universities Program helps fund the effort. The city of Frankfort and the Commonwealth of Kentucky also support the program. Other partners include Creative Housing, Inc., the Non-Profit Housing Corporation, Farmers Bank and Capital Trust Company, the Frankfort Housing Authority, and the Frankfort Urban Renewal and Community Development Agency. Kentucky State University provides direct service, faculty involvement, student volunteers, and formal classroom instruction for the community revitalization effort. To date, the partnership has revitalized 12 owner-occupied structures serving 20 people. Construction of the community education center and three dwellings will take place on a recently purchased land parcel.

New Hampshire Community Technical College System

Glenn Dubois, President

Virtual Campus of New Hampshire

New Hampshire Community Technical College has teamed up with several community partners to deliver college services to underserved low-income citizens via the Internet. Funded through the college's Telecommunications and Information Infrastructure Assistance Program, the Virtual Campus of New Hampshire delivers not only credit and noncredit courses but also tutoring, counseling, assessment, remediation, and other student services.

By offering the resources of a community technical college via the Internet, the partners hope to build an infrastructure that overcomes barriers to technical education faced by residents of low-income communities. The project will establish public access sites at the Somersworth Public Library, the Somersworth High School, and the Somersworth Housing Authority. The partners will establish an additional site at the Seacoast Community Action Program Outreach Center in Seabrook. The project will provide online resources for on-campus students and will allow instructors to combine online and real-time onsite instruction, providing greater flexibility to suit individual learning styles. Partners in the project include the city of Somersworth, the Rockingham County Community Action Program, RMC Research, TRO Learning, the Eastern Region School to Work Partnership, the NH Employment Program, and private industry.

Rutgers, State University of New Jersey, Newark

Norman Samuels, Provost/Dean

Council for Higher-Education in Newark

The Council for Higher Education in Newark is a partnership among several institutions of higher education (Rutgers, State University of New Jersey, Newark, New Jersey Institute of Technology, University of Medicine and Dentistry of New Jersey, and Essex County College) and other Newark institutions to stimulate the redevelopment and economic growth of New Jersey's largest city. The 1998 opening of the multimillion-dollar New Jersey Performing Arts Center attests to the strength of the community coalitions and the private support for Newark's rejuvenation. The University Heights Science Park, a 50-acre mixed-use science and technology park in Newark's Central Ward, represents a major council initiative. The park includes a science and technology high school, a small business incubator, a $60 million Center for Public Health, a daycare center, an information technology incubator, rehabilitated housing, commercial space for research and development, and industrial liaison laboratories for biomaterials and medical devices. The council receives significant support from the public and the private sectors.

Southern Maine Technical College

Wayne H. Ross, Chief Executive Officer/ President

Elderly Program

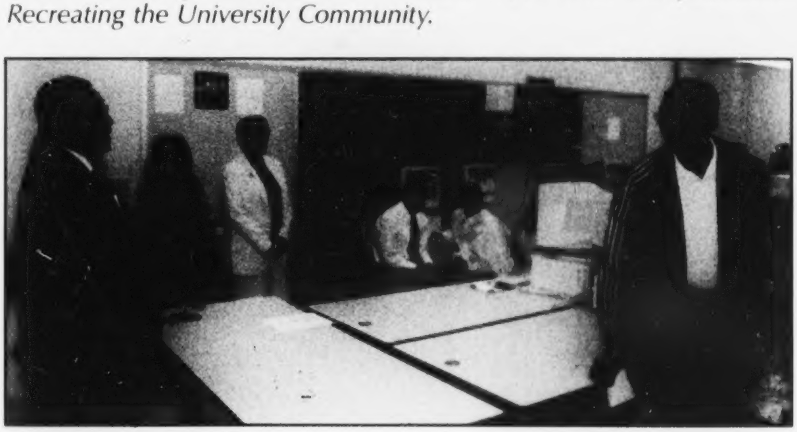
To address the lack of housing and services for an underserved population in the community, Southern Maine Technical College sponsors a program that provides a 122-unit apartment building and assisted-living facility for the area's elderly residents. As a joint effort between the South Portland Housing Authority and the college, the Elderly Program also coordinates the efforts of students from the fields of nutrition, nursing, and allied health who provide a wide range of health-related services to the seniors. Plans are under way to build a 60,000-square-foot allied health/nursing laboratory/classroom building adjacent to the congregate housing.

State University of New York at Buffalo

William R. Greiner, President

University Community Initiative

The University Community Initiative is a joint effort by the State University of New York at Buffalo and four nearby cities to revitalize the neighborhoods surrounding the university's Main Street Campus. Program activities include applied research on community issues, an undergraduate intern program, and development of graduate coursework in planning and design, offered in community-based settings. Early research activity culminated in October 1997 with the publication of a book, *Recreating the University Community.*



These activities serve as a springboard for more ambitious ventures. Through a $75,000 grant from the Erie County regionalism fund, the Regional Community Policing Center on the Main Street Campus provides a site for residents and police officers to meet, discuss issues of common concern, and coordinate community policing activities. A nonprofit agency, the University Heights Development Corporation, will purchase and rehabilitate housing in the community, focusing on attracting and retaining middle-income homeowners. The university and a consortium of local banks provided grants to the agency to cover operating expenses for 3 years, and they maintain a $2 million line of credit for the purchase and rehabilitation of homes. Fannie Mae committed $40,000 to the effort. Finally, the university plans to invest more than $100 million in its Main Street Campus during the next decade to make it a premier health sciences education and research center.

Stillman College

Ernest McNealey, President

Outreach Partnership Center

The Stillman College Outreach Partnership Center, established in 1996, has collaborated with more than 12 community service agencies to revitalize its West Tuscaloosa, Alabama, community. That community has a median income of $14,973 and an unemployment rate of 12 percent. Many residents are functionally illiterate, and most do not possess computer or job skills. The college and its partners developed and carried out various educational activities to improve the neighborhood. The Adult Learning Center, a partnership with the Tuscaloosa City School System, teaches basic skills and computer technology and helps students obtain high school diplomas. A Youth Leadership Program, established in partnership with 8 community organizations, helps more than 75 young people avoid the lure of local gangs. The college works with the Tuscaloosa County Department of Human Resources to offer on-the-job training and show former welfare recipients how to obtain and keep a job. A Small Business Resources Center, established with the Community Development Corporation, helps small business owners and those who aspire to start their own businesses.

Trinity College

Evan S. Dobelle, President

Trinity Neighborhood Initiative and Learning Corridor

Located in one of Hartford, Connecticut's, poorest neighborhoods, Trinity College responded to a pressing need for comprehensive community redevelopment by helping form a $175 million public-private revitalization initiative. This initiative brings together the college, nonprofit institutions, community organizations, government agencies, businesses, and foundations to rebuild the community's infrastructure and help local families move to self-sufficiency.

At the heart of the initiative is the learning corridor, an educational park being built on a former brownfield. The learning corridor includes many new institutions to revitalize the community: a center for families; a magnet Montessori elementary school; a middle school; a magnet high school resource center for math, science, technology, and the arts; and a community center. Operated by Trinity College students, the first Boys and Girls Club in the country to be affiliated with a college campus also opened in the corridor.

The Trinity Neighborhood Initiative includes programs from various partners in child care, education, housing, homeownership, employment services, small business development, public safety, community amenities, and information technology. College faculty contribute to these programs by strengthening program curriculums and incorporating community work into their courses.

Union College

Roger H. Hull, President

Community Revitalization

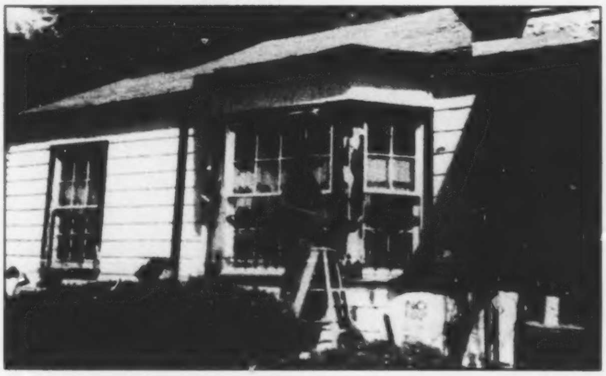
Union College has teamed up with the city of Schenectady to revitalize a neighborhood adjacent to the college. The Union-Schenectady Initiative is designed to improve residents' quality of life by encouraging homeownership, establishing a neighborhood association, improving the safety and aesthetics of the community, and enhancing educational opportunities for area residents. The College developed two programs to help promote homeownership. The first offers college scholarships to children of homeowners who have lived in the revitalization area for 5 years. The Union College Community Mortgage Program is another effort by the college to promote homeownership. College employees receive low-cost mortgages for purchasing a home in the initiative area. The neighborhood association, with the help of the college, is organizing a neighborhood watch program and developing a plan for streetscape improvements to increase neighborhood safety. The Office of Neighborhood Outreach is also establishing a center where residents can access college resources. The center will offer homework and tutoring help and weekend enrichment programs.

University of Alabama in Huntsville

Frank Franz, President

Huntsville Organizing Project

The University of Alabama is working with residents of public housing neighborhoods in Huntsville to develop a sense of community and feelings of empowerment among the residents. University organizers are mobilizing community residents to reduce unintended pregnancy, sexually transmitted diseases, and violence among adolescents.



The project places a full-time organizer in each neighborhood. The organizer works to strengthen relationships between neighborhood residents and increase participation in community activities. Organizers also work through grassroots organizations to solicit residents' concerns and work with them to address those concerns. Organizers hope that these interactions will help residents develop leadership skills, get to know one another, accept responsibility for neighborhood problems, and reduce their sense of alienation and fatalism. This change in attitude should help reduce risk behaviors among adolescents living in the neighborhoods.

University of Arkansas, Little Rock

Charles E. Hathaway,
Chancellor

College of Information Sciences and Systems Engineering

The College of Information Sciences and Systems Engineering represents an innovative approach to meeting the skilled labor needs of the knowledge-based industry of central Arkansas and enhancing the employment opportunities for the community's residents. The university's Board of Trustees approved the establishment of a new College of Information Sciences and Systems Engineering in response to the growth of the knowledge-based industries in central Arkansas and their need for employees. The new college is being designed around the skills required by local companies and a university cross-disciplinary team is working with them to design the curriculum. An exciting component of the college is the offering of a minor in information technology for students in liberal arts and other disciplines. The 18-hour minor will provide students traditionally not receiving exposure to computer technology in their course of studies with the foundation needed to be successful in their careers. The potential for attracting students from low socioeconomic backgrounds into the degree programs of the new college is significant.

University of Baltimore

H. Mebane Turner,
President

Queen Anne Belvedere Redevelopment Project

In response to the deterioration and poor condition of rental property in the community, the University of Baltimore sponsors the Queen Anne Belvedere Redevelopment Project to revitalize 13 historic buildings for student housing. Located in Baltimore City, Queen Anne Belvedere is a mixed-use rental property that includes 76 residential units and 8 commercial spaces. Because the exterior facades of all of the buildings require extensive restoration and the deteriorated interior spaces must be updated, the University of Baltimore's project offers to create a new residential community that will benefit the community's residents and businesses. The project is targeted at improving the streetscape and rehabilitating the facades to meet historic standards; renovating residential apartments, lobbies, corridors, and courtyards; providing security gates and controlled entry points; and luring an upgraded mix of commercial and residential tenants.

As a collaboration among the university, the Keyser Development Group, and the City of Baltimore, the project links the university with the Mount Vernon Historic District and its citizens.

University of Illinois at Springfield

Naomi B. Lynn, Chancellor

The Springfield Project

The University of Illinois at Springfield teamed up with the surrounding community to improve the quality of life in Springfield's neighborhoods. The Springfield Project, a nonprofit organization founded in 1996, fosters solutions to neighborhood problems through collaboration among government agencies, service providers, and citizens. Private businesses donate project financing, and the university provides office space, supplies, and faculty members to support neighborhood projects. Initiatives include fighting neighborhood deterioration, conducting community cleanup, and working to maintain the community's housing stock. With the assistance of a community outreach partnership grant, the community is developing a comprehensive neighborhood plan to address the problem of absentee landlords and to clean up neglected properties by working with the city to improve housing code enforcement.

University of Memphis

V. Lane Rawlins, President

HOPE VI Application Project

The Memphis Housing Authority contracted with the University of Memphis Center for Urban Research and Extension to develop plans for the revitalization of the Hurt Village Public Housing Project and the Greenlaw/Manassas Neighborhood in Memphis, Tennessee, and to submit those plans as an application for HOPE VI funding. The center assembled a multidisciplinary team, including faculty and students from the departments of anthropology, political science, and engineering and the Bureau of Business and Economic Research. Team members also included consultants in housing, finance, and development. Team members, residents, and community members met to determine the priorities of the neighborhood. Resident ideas were incorporated into the plans, and community approval of the final design was sought before the application was submitted.

Several government agencies, non-profit, and for-profit development groups also participated in the redesign of the area. The project addressed every aspect of community development, including relocation, demolition, financing, self-sufficiency, fair housing, and employment, resulting in a truly comprehensive plan. Although the project was not selected for HOPE VI funding, the collaboration and planning set the stage for continued efforts to improve the lives of public housing residents and their neighborhoods.

University of Rhode Island

Robert L. Carothers, President

Woodlawn Partnership

The Woodlawn/University of Rhode Island Partnership is a community-driven consortium in Pawtucket, Rhode Island. The partnership brings together neighbors, local colleges, community organizations, and government officials to carry out changes in the city's Woodlawn neighborhood. An advisory committee of community, university, and municipal representatives directs the partnership while the university's Urban Field Center provides staff support.

Woodlawn partners work together in three target areas: housing, education and social service, and planning and revitalization. The partnership's housing coalition recently held a day of workshops on lead paint, fair housing, landlord/tenant issues, and housing affordability. Members of the planning and revitalization subcommittee rebuilt local parks and are now developing a business outreach plan for the neighborhood. A 5-week Leadership Institute, held in 1998, offered residents a chance to discuss the neighborhood's history, city services, educational programs for young people, and the local economy. Partners include Woodlawn residents and community organizations, the city of Pawtucket, the University of Rhode Island, the Rhode Island School of Design, and Roger Williams Law School.

University of the Sacred Heart

Jose Jaime Rivera, President

Community-Based Curriculum: A Strategy for Educational and Social Reform

The University of the Sacred Heart, San Juan, Puerto Rico, is implementing a community-based service-learning curriculum for all academic majors. Through this project, the university will become the first Hispanic-serving university to establish such a comprehensive and systematic service-learning curriculum, will enter the mainstream of higher education, and will provide models on the establishment of new educational paradigms through careful documentation of project activities.

The project aims to integrate learning, teaching, research, and service to bring together faculty, students, and outside community resources. Expected outcomes include increased student empathy, commitment, solidarity, social awareness, self-esteem, self-confidence, social responsibility, and caring for others.

The project initially involves 684 small businesses and 22 community-based organizations. Partners include the AmeriCorps/VISTA Program, Banco Popular Foundation, and the U.S. Department of Education Fund for the Improvement of Post-Secondary Education, which is funding the first phase of this project.

University of South Carolina, Spartanburg

John C. Stockwell, Chancellor

The New Tobe Hartwell Public Housing Facility

The Spartanburg Housing Authority (SHA) received a grant to demolish and rebuild the Tobe Hartwell public housing facility in downtown Spartanburg, and the University of South Carolina, Spartanburg (USCS) serves as the lead community partner on the project (others include the city of Spartanburg, Spartanburg Technical College, Wachovia Bank, Job Partnership of Spartanburg, First Federal Bank, and the Spartanburg Public Safety Department). The community partners will build an Opportunity Center that will include a health clinic, a childcare facility, a computer lab, and a multipurpose gymnasium. USCS faculty and staff will offer assistance and advice regarding the setup of a computer lab at the "Campus of Learners" portion of the rebuilt Tobe Hartwell, which provides services where the residents live.

This lab will connect to the USCS system, and will allow access to the Internet, the USCS library, and the University of South Carolina libraries in Columbia. Faculty members will offer recommendations for networking, and students will offer training and assistance as residents learn to use the equipment. Child development professionals from USCS will provide technical assistance to the SHA in setting up an operational childcare facility. This will include developing employment forms, hiring staff, setting up a records system, and other planning and development.

University of Southern California

Steven B. Sample, President

University of Southern California's Family of Five Schools Program

By working in partnership with local schools, organizations, institutions, and community residents, the Family of Five Schools Program at the University of Southern California (USC) provides special educational, cultural, and developmental opportunities for approximately 8,000 children in grades pre-K–12 who live close to USC's University Park campus.

The program involves the collaboration of 90 school principals and educators, USC faculty and staff members, and members of the community who develop and coordinate a comprehensive approach that has a positive impact on all of the children enrolled in five targeted schools.

Focusing on three specific areas—education, programs, and safety—the program seeks to develop ways in which the children can access the community's rich resources, including its institutions of higher learning, museums, libraries, and recreation facilities. Among the programs offered are The After School Enrichment Program, America Reads, Clean Up and Restore Our Environment, Parents' Workshops, Afterschool Sports Connection, Kid Watch, MESA Mission Science, and the Web Masters Program.

University of Tennessee, Chattanooga

Bill W. Stacy, Chancellor

South Campus Expansion Plan

By working in collaboration with local businesses, agencies, and residents, the University of Tennessee, Chattanooga offers its South Campus Expansion Plan, which is designed to expand the campus in a way that will benefit the community.

Through communication and advocacy building, local residents and business owners are an active part of the university's expansion plans. Community needs were incorporated into the expansion effort through a series of public meetings and a 2-day planning charrette to develop a blueprint for growth in the area. Residents, business owners, and university officials work together to plan for a pre-K–5 school, a community outreach center, an Olympic track, soccer, and intramural fields.

University of Wisconsin, Milwaukee

Nancy L. Zimpher, Chancellor

The Milwaukee Idea

The Milwaukee Idea is a dialogue between the campus and the community to help the University of Wisconsin, Milwaukee form more vibrant ties and partnerships within the greater Milwaukee area. The initiative grew out of the Wisconsin Idea, through which the University of Wisconsin works to serve the State of Wisconsin and its citizens.

The Milwaukee Idea has asked more than 100 people—including faculty, staff, students, and community representatives—to move the initiative from concept to practice. The group has divided into committees that are working on activities that will embody the ideal. Initiatives are planned in the areas of culture and education, economic opportunity, health and welfare, developing global perspectives, and building frontiers of knowledge. Each group will develop one or two "big ideas" that will create new, energized interconnections among government, business, community organizations, schools, and the citizens of the Milwaukee metropolitan region. These ideas will form the heart of a plan to guide future resource allocation, fundraising efforts, and community collaboration.

Wayne State University

Irvin D. Reid, President

Urban Safety Program

To address issues related to self-sufficiency and community safety for low-income families who live in the Detroit metropolitan area, the Urban Safety Program at Wayne State University promotes collaborative projects that target public safety, youth, families, and economic development.

The program's goals are to support the theme of "sustaining competent, healthy, safe families," which is one component of Detroit's Empowerment Zone strategic plan. To accomplish this, university faculty, staff, and students join with representatives from local community organizations, businesses, and government agencies to review proposals and allocate resources to support local community development efforts. In addition, the program assists in community education and capacity building, conducts applied research, and disseminates information.

Wesley College

Scott D. Miller, President

Campus Community School

Campus Community School, which represents a collaboration between Wesley College and the State of Delaware, began operation on the Wesley campus in the fall of 1998. The publicly funded charter school provides a much-needed alternative educational program for 302 Dover public school students in grades one through eight. Wesley College education faculty train and support the school's 17 teachers as they establish a working model for constructivist-based learning, teaching, and school management. The charter school shares afterschool and summer programming with the Boys and Girls Club of Wesley College. In addition to serving the needs of the Dover community, the charter school serves as a model for students enrolled in the college's education programs. Wesley College is Delaware's first private school to house a publicly funded charter school.

Yale University

Richard C. Levin, President

Dwight Consulting Group

Yale University formed a partnership in 1996 with the Greater Dwight Development Corporation to create the Dwight Consulting Group. Part of the HUD-funded initiative to revitalize New Haven's Dwight neighborhood, the consulting group is an interdisciplinary group of students and faculty from a range of professional schools who provide technical assistance on various aspects of community development. Students and faculty from the schools of law, management, architecture, forestry, and public health and the Yale Child Study Center provide a wide range of needed services to the Greater Dwight Development Corporation. Services have included negotiating a deal on a supermarket development, developing plans for a headquarters building for the development corporation that will also house a daycare center, identifying alternative scenarios for developing a brownfields site in the neighborhood, helping the organization to produce bylaws and conflict-of-interest policies, organizing a family daycare network, generating a brochure and other public information materials, and designing a strategy for monitoring progress. Some students receive credit, others are paid. The core students engage other university students in specific projects as needed. Dwight Consulting Group students are eligible for summer support and are encouraged to participate for a year or more to provide continuity of service to the neighborhood.

Although individual Yale schools and departments have long worked with particular organizations in New Haven, the Dwight Consulting Group represents a significant advance in collaboration across the university and sustained, responsive engagement with a neighborhood. Funding sources include HUD and substantial contributions from Yale.

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California State University, Northridge
18111 Nordhoff Street
Northridge CA 91330-8230

California State University, Sacramento
6000 J Street
Sacramento, CA 95819-6048

California State University, San Bernardino
5500 University Parkway
San Bernardino, CA 92407-2397

Calvin College
3201 Burton Street, SE
Grand Rapids, MI 49546-4388

Cañada Community College
4200 Farm Hill Boulevard
Redwood City, CA 94061-1099

Caribbean Center for Advanced Studies
8180 NW 36th Street, Second Floor
Miami, FL 33166-6653

Carl Albert State College
1507 South McKenna
Poteau, OK 74953-5208

Carnegie Mellon University
5000 Forbes Avenue
Pittsburgh, PA 15213-3891

Catholic University of America
Cardinal Station Post Office
Washington, DC 20064

Cayuga County Community College
197 Franklin Street
Auburn, NY 13021-3099

Charles Stewart Mott Community College
1401 East Court Street
Flint, MI 48503

Chicago State University
9501 South King Drive
Chicago, IL 60628

City College of New York (CUNY)
Convent Avenue at 138th Street
New York, NY 10031-6977

Clark Atlanta University
223 James P. Brawley Drive, SW
Atlanta, GA 30314

Cleary College
3750 Cleary College Drive
Howell, MI 48843

Cleveland Institute of Music
11021 East Boulevard
Cleveland, OH 44106-1776

Cleveland State University
East 24th and Euclid Avenue
Cleveland, OH 44115-2440

Coastal Georgia Community College
3700 Altama Avenue
Brunswick, GA 31520-3644

College of Lake County
19351 West Washington Street
Grayslake, IL 60030-1198

College of San Mateo
1700 West Hillside Boulevard
San Mateo, CA 94402-3784

College of Santa Fe
1600 Saint Michael's Drive
Santa Fe, NM 87505-7634

College of Staten Island (CUNY)
2800 Victory Boulevard
Staten Island, NY 10314-6600

College of the Canyons
26455 Rockwell Canyon Road
Santa Clarita, CA 91355-1899

College of William and Mary
P.O. Box 8795
Williamsburg, VA 23187-8795

College of Wooster
Wooster, OH 44691-2363

Columbia College
1301 Columbia College Drive
Columbia, SC 29203-5998

Columbus State Community College
Box 1609
Columbus, OH 43216-1609

Conception Seminary College
P.O. Box 502
Conception, MO 64433-0502

Concordia College
4090 Geddes Road
Ann Arbor, MI 48105-2797

Connecticut College
270 Mohegan Avenue
New London, CT 06320-4196

Coppin State College
2500 West North Avenue
Baltimore, MD 21216-3698

Cumberland College
6191 College Station Drive
Williamsburg, KY 40769

De Anza College
21250 Stevens Creek Boulevard
Cupertino, CA 95014-5793

Delaware State University
1200 North DuPont Highway
Dover, DE 19901-2277

Dickinson College
P.O. Box 1773
Carlisle, PA 17013-2896

Duke University
207 Allen Building, Box 90001
Durham, NC 27708-0001

East Tennessee State University
Box 70734
Johnson City, TN 37614-0734

Eastern Connecticut State University
83 Windham Street
Willimantic, CT 06226–2295

Eckerd College
4200 54th Avenue South
St. Petersburg, FL 33711

Edgewood College
855 Woodrow Street
Madison, WI 53711–1998

Edinboro University of Pennsylvania
Edinboro, PA 16444

Edison Community College
P.O. Box 60210
Fort Myers, FL 33906–6210

Elizabeth City State University
1704 Weeksville Road
Elizabeth City, NC 27909–7806

Elmhurst College
190 Prospect Avenue
Elmhurst, IL 60126–3296

Embry-Riddle Aeronautical University
600 South Clyde Morris Boulevard
Daytona Beach, FL 32114–3900

Emory and Henry College
P.O. Box 947
Emory, VA 24327–0947

Emporia State University
1200 Commercial Street
Emporia, KS 66801–5087

Fairleigh Dickinson University
285 Madison Avenue
Madison, NJ 07940–1099

Fayetteville State University
1200 Murchison Road
Fayetteville, NC 28301–4298

Fayetteville Technical Community College
P.O. Box 35236
Fayetteville, NC 28303–0236

Fitchburg State College
160 Pearl Street
Fitchburg, MA 01420–2697

Flagler College
P.O. Box 1027
St. Augustine, FL 32085–1027

Florida Atlantic University
777 Glades Road, P.O. Box 3091
Boca Raton, FL 33431–0991

Florida Gulf Coast University
1501 FGCU Boulevard South
Fort Myers, FL 33965–6565

Frostburg State University
101 Bradlock Road
Frostburg, MD 21532–1099

Furman University
3300 Poinsett Highway
Greenville, SC 29613

Gadsden State Community College
P.O. Box 227
Gadsden, AL 35902–0227

Gannon University
University Square
Erie, PA 16541

George Washington University
2121 I Street, NW
Washington, DC 20052

Georgia Southern University
P.O. Box 8033 Statesboro
GA 30460–8033

Georgia State University
University Plaza
Atlanta, GA 30303–3083

Golden Gate University
536 Mission Street
San Francisco, CA 94105–2968

Goucher College
1021 Dulaney Valley Road
Baltimore, MD 21204–2794

Governors State University
University Park, IL 60466

Hampton University
Hampton, VA 23668

Harford Community College
401 Thomas Run Road
Bel Air, MD 21015-1698

Harrisburg Area Community College
1 HACC Drive
Harrisburg, PA 17110-2999

Harvard University
Massachusetts Hall
Cambridge, MA 02138

Hastings College
Box 269
Hastings, NE 68902-0269

Holy Cross College
P.O. Box 308
Notre Dame, IN 46556-0308

Hope College
141 East 12th Street, P.O. Box 9000
Holland, MI 49422-9000

Houghton College
One Willard Avenue
Houghton, NY 14744

Houston Community College System
22 Waugh Drive
Houston, TX 77007

Howard Community College
10901 Little Patuxent Parkway
Columbia, MD 21044-3197

Hunter College (CUNY)
695 Park Avenue
New York, NY 10021-5085

Huntington College
2303 College Avenue
Huntington, IN 46750-1299

Illinois Institute of Art
350 North Orleans
Chicago, IL 60654

Illinois Valley Community College
815 North Orlando Smith Avenue
Oglesby, IL 61348-9692

Indian Hills Community College
525 Grandview
Ottumwa, IA 52501-1398

Indiana University, Bloomington
Bryan Hall 100
Bloomington, IN 47405

Indiana University, Kokomo
P.O. Box 9003
Kokomo, IN 46904-9003

Inter American University of Puerto Rico, Aguadilla
Campus Call Box 20000
Aguadilla, PR 00605

Inter American University of Puerto Rico,
Ponce Campus
Street # 1, Km 123.2
Mercedita, PR 00715-2201

Ivy Tech State College, Lafayette
3101 South Creasy Lane
Lafayette, IN 47905-5266

Ivy Tech State College, Northcentral
1534 West Sample Street
South Bend, IN 46619-3837

John Marshall Law School
315 South Plymouth Court
Chicago, IL 60604-3968

Johnson & Wales University
1701 NE 127th Street
North Miami, FL 33181

Johnson C. Smith University
100 Beatties Ford Road
Charlotte, NC 28216-5398

Judson College
1151 North State Street
Elgin, IL 60123-1498

Kent State University
P.O. Box 5190
Kent, OH 44242-0001

Kentucky State University
East Main Street
Frankfort, KY 40601

Kettering University
1700 West Third Avenue
Flint, MI 48504–4898

Knoxville Business College
720 North Fifth Avenue
Knoxville, TN 37917

Lake Superior College
2101 Trinity Road
Duluth, MN 55811

Lamar University
P.O. Box 10001
Beaumont, TX 77710–0001

Lane Community College
4000 East 30th Avenue
Eugene, OR 97405–0640

Lawrence University
P.O. Box 599
Appleton, WI 54912–0599

Lehigh Carbon Community College
4525 Education Park Drive
Schnecksville, PA 18078–2598

Lenoir Community College
P.O. Box 188
Kinston, NC 28502–0188

Los Angeles Valley College
5800 Fulton Avenue
Van Nuys, CA 91401–4096

Mankato State University
P.O. Box 8400
Mankato, MN 56002–8400

Marshalltown Community College
3700 South Center Street
Marshalltown, IA 50158–4760

Marygrove College
8425 West McNichols Road
Detroit, MI 48221–2599

Maryland Institute, College of Art
1300 Mount Royal Avenue
Baltimore, MD 21217–4192

Marymount Manhattan College
221 East 71st Street
New York, NY 10021–4597

Medical College of Georgia
1120 15th Street
Augusta, GA 30912–7600

Medical College of Wisconsin
8701 Watertown Plank Road
Milwaukee, WI 53226–0509

Memphis College of Art
Overton Park, 1930 Poplar Avenue
Memphis, TN 38104–2764

Mercer University
1400 Coleman Avenue
Macon, GA 31207–0003

Midlands Technical College
P.O. Box 2408
Columbia, SC 29202–2408

Midway College
512 East Stephens Street
Midway, KY 40347–1120

Monroe Community College
1000 East Henrietta Road
Rochester, NY 14623–5780

Montclair State University
Valley Road and Normal Avenue
Upper Montclair, NJ 07043–1624

Montserrat College of Art
23 Essex Street, Box 26
Beverly, MA 01915

Mount Holyoke College
50 College Street
South Hadley, MA 01075

Mount St. Mary's College
12001 Chalon Road
Los Angeles, CA 90049–1597

Mt. San Antonio College
1100 North Grand Avenue
Walnut, CA 91789–1399

Mount Union College
1972 Clark Avenue
Alliance, OH 44601–3993

Mount Vernon Nazarene College
800 Martinsburg Road
Mount Vernon, OH 43050–9500

Muskingum Area Technical College
1555 Newark Road
Zanesville, OH 43701–2626

National Institute of Technology
5514 Big Tyler Road
Cross Lanes, WV 25313–1390

Neumann College
One Neumann Drive
Aston, PA 19014–1298

New Hampshire Community Technical College System
5 Institute Drive
Concord, NH 03301–7400

New Jersey City University
2039 Kennedy Boulevard
Jersey City, NJ 07305–1957

New Jersey Institute of Technology
University Heights
Newark, NJ 07102–1982

New School University
66 West 12th Street
New York, NY 10011–8603

New York City Technical College (CUNY)
300 Jay Street
Brooklyn, NY 11201–2983

Norfolk State University
2401 Corprew Avenue
Norfolk, VA 23504–3907

North Central Technical College
2441 Kenwood Circle, P.O. Box 698
Mansfield, OH 44901–0698

Northeastern Illinois University
5500 North St. Louis Avenue
Chicago, IL 60625–4699

Northeastern University
360 Huntington Avenue
Boston, MA 02115–5096

Northern Illinois University
5500 North St. Louis Avenue
Chicago, IL 60625–4699

Northern New Mexico Community College
921 Paseo de Onate
Espanola, NM 87532

Northland Pioneer College
P.O. Box 610
Holbrook, AZ 86025–0610

Northwest Missouri State University
800 University Drive
Maryville, MO 64468–6001

Nova Southeastern University
3301 College Avenue
Fort Lauderdale, FL 33314–7721

Ocean County College
College Drive, P.O. Box 2001
Toms River, NJ 08754–2001

Oglethorpe University
4484 Peachtree Road, NE
Atlanta, GA 30319–2797

Ohio State University, Lima
4240 Campus Drive
Lima, OH 45804–3576

Oklahoma City Community College
7777 South May Avenue
Oklahoma City, OK 73159–4419

Oregon State University
646 Kerr Administration
Corvallis, OR 97331

Ottawa University
1001 South Cedar
Ottawa, KS 66067–3399

Palm Beach Atlantic College
901 South Flagler Dr., P.O. Box 24708
West Palm Beach, FL 33416–4708

Palomar College
1140 West Mission Road
San Marcos, CA 92069-1487

Palo Verde College
811 West Chanslorway
Blythe, CA 92225–1118

Park College
8700 NW River Park Drive
Parkville, MO 64152–4358

Pellissippi State Technical Community College
P.O. Box 22990
Knoxville, TN 37933–0990

Pennsylvania State University, Altoona College
3000 Ivyside Park
Altoona, PA 16601–3760

Portland Community College
P.O. Box 19000
Portland, OR 97280–0990

Prairie State College
202 South Halsted Street
Chicago Heights, IL 60411–8226

Pratt Community College and Area Vocational School
348 NE State Route 61
Pratt, KS 67124–8317

Purdue University
Hovde Hall
West Lafayette, IN 47907–1031

Quinsigamond Community College
670 West Boylston Street
Worcester, MA 01606–2092

Rensselaer Polytechnic Institute
110 Eighth Street
Troy, NY 12180–3590

Rockhurst College
1100 Rockhurst Road
Kansas City, MO 64110–2561

Rosemont College
1400 Montgomery Avenue
Rosemont, PA 19010–1699

Rowan University
201 Mullica Hill Road
Glassboro, NJ 08028–1701

Russell Sage College
45 Ferry Street
Troy, NY 12180–4115

Rutgers, State University of New Jersey, Newark
Newark, NJ 07102–3192

Rutgers, State University of New Jersey, New Brunswick
New Brunswick, NJ 08903

Sacred Heart University
5151 Park Avenue
Fairfield, CT 06432–1000

Sage Junior College of Albany
140 New Scotland Avenue
Albany, NY 12208–3425

St. Ambrose University
518 West Locust Street
Davenport, IA 52803–2898

St. Mary's University of San Antonio
1 Camino Santa Maria
San Antonio, TX 78228–8507

Saint Peter's College
2641 Kennedy Boulevard
Jersey City, NJ 07306–5997

St. Thomas University
16400 Northwest 32nd Avenue
Miami, FL 33054–6459

Saint Xavier University
3700 West 103rd Street
Chicago, IL 60655–3105

Salve Regina University
100 Ochre Point Avenue
Newport, RI 02840–4192

Samford University
800 Lakeshore Drive
Birmingham, AL 35229–0002

San José State University
One Washington Square
San Jose, CA 95192–0002

San Juan College
4601 College Boulevard
Farmington, NM 87402–4699

Santa Ana College
1530 West 17th Street
Santa Ana, CA 92706–3398

Santa Clara University
500 El Camino Real
Santa Clara, CA 95053–0001

Savannah State University
2319 Falligant Avenue
Savannah, GA 31404

South Georgia College
100 West College Park Drive
Douglas, GA 31533–5098

Southeast Missouri State University
MS 3300
One University Plaza
Cape Girardeau, MO 63701

Southeastern Community College
P.O. Box 151
Whiteville, NC 28472–0151

Southeastern University
501 I Street, SW
Washington, DC 20024–2788

Southern Illinois University at Edwardsville
Edwardsville, IL 62026–0001

Southern Maine Technical College
Fort Road
South Portland, ME 04106

Spalding University
851 South Fourth Street
Louisville, KY 40203–2188

Springfield College in Illinois
1500 North Fifth Street
Springfield, IL 62702–2643

State University of New York at Albany
1400 Washington Avenue
Albany, NY 12222–0001

State University of New York at Binghamton
P.O. Box 6000
Binghamton, NY 13902–6000

State University of New York at Buffalo
Capen Hall
Buffalo, NY 14260

State University of New York at Stony Brook
Stony Brook, NY 11794

Stillman College
P.O. Drawer 1430, 3600 Stillman Blvd
Tuscaloosa, AL 35403–9990

Sullivan County Community College
1000 Leroy Road Loch
Sheldrake, NY 12759

Swarthmore College
500 College Avenue S
Swarthmore, PA 19081–1397

Sweet Briar College
Box C
Sweet Briar, VA 24595

Tabor College
400 South Jefferson
Hillsboro, KS 67063

Tacoma Community College
6501 South 19th Street
Tacoma, WA 98466

Technical College of the Lowcountry
921 Ribaut Road, P.O. Box 1288
Beaufort, SC 29901–1288

Temple University
1801 North Broad Street
Philadelphia, PA 19122–6096

Texas A&M International University
5201 University Boulevard
Laredo, TX 78041–1999

Texas A&M University
College Station, TX 77843–1246

Texas A&M University, Corpus Christi
6300 Ocean Drive
Corpus Christi, TX 78412–5503

Texas Southern University
3100 Cleburne
Houston, TX 77004–4584

Texas Tech University
Box 42013
Lubbock, TX 79409–2013

Thomas More College
333 Thomas More Parkway
Crestview Hills, KY 41017–3495

Thomas Nelson Community College
P.O. Box 9407
Hampton, VA 23670–0407

Trident Technical College
P.O. Box 118067
Charleston, SC 29423–8067

Trinity College
125 Michigan Avenue, NE
Washington, DC 20017–1094

Union College
Schenectady, NY 12308–2311

Union College, Barbourville
310 College Street
Barbourville, KY 40906–1499

Union College, Nebraska
3800 South 48th Street
Lincoln, NE 68506–4300

Union Institute
440 East McMillan Street
Cincinnati, OH 45206–1925

United States Coast Guard Academy
15 Mohegan Avenue
New London, CT 06320–4195

University of Akron
302 Buchtel Common
Akron, OH 44325–0001

University of Alabama in Huntsville
301 Sparkman Drive
Huntsville, AL 35899

University of Alabama, Tuscaloosa
Tuscaloosa, AL 35487

University of Arkansas, Little Rock
2801 South University Avenue
Little Rock, AR 72204–1099

University of Baltimore
1420 North Charles Street
Baltimore, MD 21201–5779

University of California, Berkeley
Berkeley, CA 94720–1500

University of California, Los Angeles
495 Hilgard Avenue
Los Angeles, CA 90095

University of California, Riverside
Riverside 900 University Avenue
Riverside, CA 92521–0102

University of California, San Diego
9500 Gilman Drive
La Jolla, CA 92093-0005

University of Colorado, Denver
Box 168
Denver, CO 80217–3364

University of Connecticut
Storrs, CT 06269

University of Delaware
Newark, DE 19716

University of Detroit, Mercy
4001 West McNichols Road, P.O. Box 19900
Detroit, MI 48219–0900

University of Hartford
200 Bloomfield Avenue
West Hartford, CT 06117–1599

University of Hawaii, Manoa
2444 Dole Street
Honolulu, HI 96822

University of Illinois at Chicago
601 South Morgan Street, M/C 102
Chicago, IL 60607–7128

University of Illinois at Springfield
PAC 556
Springfield, IL 62794–9243

University of Louisville
2301 South Third Street
Louisville, KY 40292–0001

University of Maryland, Baltimore County
1000 Hilltop Circle
Baltimore, MD 21250-5398

University of Maryland, College Park
College Park, MD 20742-5045

University of Massachusetts, Amherst
Box 38370
Amherst, MA 01003-8370

University of Memphis
Memphis, TN 38152

University of Minnesota
202 Morrill Hall, 100 Church Street, SE
Minneapolis, MN 55455-0115

University of Minnesota, Twin Cities
202 Morrill Hall, 100 Church Street, SE
Minneapolis, MN 55455-0115

University of Mississippi Medical Center
2500 North State Street
Jackson, MS 39216-4505

University of Missouri, Columbia
105 Jesse Hall
Columbia, MO 65211

University of Missouri, Kansas City
5100 Rockhill Road
Kansas City, MO 64110-2499

University of Missouri, St. Louis
8001 Natural Bridge Road
St. Louis, MO 63121-4499

University of Nebraska, Lincoln
ADM 201
Lincoln, NE 68588-0419

University of Nebraska, Omaha
6001 Dodge Street
Omaha, NE 68182

University of Nevada, Las Vegas
4505 Maryland Parkway
Las Vegas, NV 89154-9900

University of New Orleans
UNO - AD 2004
New Orleans, LA 70148-2001

University of North Alabama, Florence
UNA Box 5004
Florence, AL 35632-0001

University of North Carolina, Greensboro
1000 Spring Garden Street
Greensboro, NC 27412-0001

University of North Carolina, Wilmington
601 South College Road
Wilmington, NC 28403-3201

University of Northern Iowa
1222 West 27th Street
Cedar Falls, IA 50614

University of Oklahoma
660 Parrington Oval, Room 110
Norman, OK 73019-0390

University of Osteopathic Medicine and Health Sciences
3200 Grand Avenue
Des Moines, IA 50312-4104

University of Pittsburgh, Johnstown
450 Schoolhouse Road,
Johnstown, PA 15904-2990

University of Puerto Rico, Aguadilla Regional College
P.O. Box 250-160
Aguadilla, PR 00604-0160

University of Redlands
P.O. Box 3080
Redlands, CA 92373-0999

University of Rhode Island
Kingston, RI 02881

University of Richmond
28 Westhampton Way
University of Richmond, VA 23173

University of Rio Grande
218 North College Avenue
Rio Grande, OH 45674-3131

University of the Sacred Heart
P.O. Box 12383
San Juan, PR 00914-0383

University of South Carolina, Spartanburg
800 University Way
Spartanburg, SC 29303-4999

University of Southern California
University Park Campus
Los Angeles, CA 90089

University of Southern Colorado
2200 Bonforte Boulevard
Pueblo, CO 81001–4901

University of Southern Maine
96 Falmouth Street, P.O. Box 9300
Portland, ME 04104–9300

University of Tennessee, Chattanooga
101 Founder Hall
Chattanooga, TN 37403

University of Texas, Arlington
Arlington, TX 76013

University of Texas, Austin
Austin, TX 78712

University of Texas, El Paso
500 West University Avenue
El Paso, TX 79968–0001

University of Texas, Houston
P.O. Box 20036
Houston, TX 77225–0036

University of Texas, San Antonio
6900 North Loop 1604 West
San Antonio, TX 78249–0617

University of Toledo
2801 West Bancroft
Toledo, OH 43606–3398

University of Utah
203 Park Building
Salt Lake City, UT 84112

University of Vermont
349 Waterman Building
Burlington, VT 05405–0160

University of West Florida
11000 University Parkway
Pensacola, FL 32514–5750

University of Wisconsin, Milwaukee
P.O. Box 413
Milwaukee, WI 53201–0413

University of Wisconsin, Parkside
900 Wood Road, Box 2000
Kenosha, WI 53141–2000

University of Wisconsin, Stout
Menomonie, WI 54751

University of Wisconsin, Superior
1800 Grand Avenue
Superior, WI 54880–2873

Utica College of Syracuse University
1600 Burrstone Road
Utica, NY 13502–4892

Villanova University
800 Lancaster Avenue
Villanova, PA 19085–1699

Virginia Wesleyan College
1584 Wesleyan Drive
Norfolk, VA 23502–5599

Voorhees College
1411 Voorhees Road
Denmark, SC 29042

Wagner College
1 Campus Road
Staten Island, NY 10301–4495

Wallace State Community College
P.O. Box 2000
Hanceville, AL 35077–2000

Washington State University
Pullman, WA 99164–1043

Washington State University, Spokane
1 S.E. Stadium Way
Pullman, WA 99164

Wayne State College
1111 Main Street
Wayne, NE 68787

Wayne State University
4200 Faculty/Administration Building
Detroit, MI 48202

Wesley College
120 North State Street
Dover, DE 19901

Wesleyan University
Middletown, CT 06459–0260

West Virginia School of Osteopathic Medicine
400 North Lee Street
Lewisburg, WV 24901–1128

Westchester Community College
75 Grasslands Road
Valhalla, NY 10595–1698

Western Iowa Tech Community College
4647 Stone Avenue, P.O. Box 5199
Sioux City, IA 51102–5199

Western University of Health Sciences
309 East Second Street, College Plaza
Pomona, CA 91766-1854

Westfield State College
Western Avenue
Westfield, MA 01086

Whitman College
345 Boyer Avenue
Walla Walla, WA 99362

Wilmington College
Pyle Center Box 1185
Wilmington, OH 45177

Windward Community College
45–720 Keaahala Road
Kaneohe, Hawaii 96744–3528

Wingate University
Wingate, NC 28174–0159

Wittenberg University
P.O. Box 720
Springfield, OH 45501–0720

Worcester Polytechnic Institute
100 Institute Road
Worcester, MA 01609–2280

Yale University
P.O. Box 208229
New Haven, CT 06520–5229

Yavapai College
1100 East Sheldon Street
Prescott, AZ 86301–3297

Youngstown State University
One University Plaza
Youngstown, OH 44555–0002

Service Categories

Affordable Housing/Public Housing/Fair Housing

Arizona State University	Construction Training Program
Asheville-Buncombe Technical Community College	Carpentry Program Housing Project
Auburn University	Rural Studio Program
Bay de Noc Community College	Removing Barriers Program
Bluffton College	Sharing Our Service
Cayuga Community College	Habitat for Humanity Program
Cumberland College	Mountain Outreach Program
Elizabeth City State University	Fair Housing Education and Outreach Strategies Program
Fayetteville Technical Community College	Fayetteville Area Habitat for Humanity Project
Flagler College	Home Team Program
Harvard University	Town-Gown Affordable Housing Plan
Kentucky State University	Neighborhood Revitalization
Marshalltown Community College	Construction Partnership
Mount Vernon Nazarene College	Community Building
New York City Technical College (CUNY)	Community Design Projects
New York City Technical College (CUNY)	NYC Housing Anti-Abandonment Training
Northeastern University	Davenport Commons
Ottawa University	GOTCHA
Technical College of the Lowcountry	Partnership to Build Affordable Houses
Union College, Barbourville	Repair Affair Program
Union College, NY	Community Revitalization
University of Baltimore	Live Near Your Work Program
University of Baltimore	Queen Anne Belvedere Redevelopment Project
University of Illinois at Chicago	CityLab
University of Memphis	HOPE VI Application Project
University of Oklahoma	HOME Reconstruction Program
University of Richmond	Habitat for Humanity Initiative
University of Wisconsin, Milwaukee	Fair Lending Coalition
Wittenberg University	Habitat for Humanity Program

Campus in the Community

Caribbean Center for Advanced Studies	Community Partners Program
Cleveland State University	Ohio Urban University Program
George Washington University	Center for Excellence in Municipal Management
New York City Technical College	Community-Based Design Projects
Norfolk State University	City of Virginia Beach Neighborhood Institute
University of Detroit, Mercy	Athletic Outreach Program
University of Memphis	Youth Recreation Programs
University of Tennessee, Chattanooga	South Campus Expansion Plan
Washington State University	Community Gardening Program

Consolidated/Strategic Planning

Arizona State University	ASU-NewTowN Partnership
Arizona State University	Community-Based Applied Research Course
Auburn University	Do Something! Program
Chicago State University	Fredrick Blum Neighborhood Assistance Center
Cleveland State University	Build Up Greater Cleveland Program
Hunter College (CUNY)	Urban Planning and Design Studio
Kent State University	Design Charrette
Mankato State University	Planning Studio
Northern Illinois University	Strategic Neighborhood Revitalization Plan
Rowan University	Urban and Public Policy Institute
Savannah State University	Midtown Community Center
State University of New York at Buffalo	University Community Initiative
Swarthmore College	Chester-Swarthmore College Community Coalition
Trinity College	Trinity Center for Neighborhoods
University of Missouri, Kansas City	Asset Mapping
University of Missouri, Kansas City	Identification of Community and Family Support Service Needs
University of Missouri, Kansas City	Neighborhood Survey
University of Nebraska, Lincoln	Community Improvement Programs
University of Nevada, Las Vegas	Studies of Selected Quality-of-Life Issues
University of Texas, Arlington	Economic Development Strategic Plan for the City of Vernon
University of Texas, Arlington	Glenn Heights Development Vision
University of Texas, Arlington	Outreach Program
University of Texas, Arlington	Texas City: Goals 2000 and Vision 2020
University of Toledo	Lucas County Land Use and Housing Policy Plan Project
Virginia Wesleyan College	Students Serving the Community
Wittenberg University	Updating the Dream Program
Youngstown State University	Model Neighborhood Project

Economic Development

Alcorn State University	Traceway Community Development Corporation
Bakersfield College	Economic Development Partnership Project
Bennett College	Clothes Closet
College of Staten Island (CUNY)	Small Business Development Center
Gadsden State Community College	Consortium Approach to Workforce Development
Harrisburg Area Community College	Entrepreneurial Development Center
New School University	Participation in the Chase Competition
Palm Beach Atlantic College	Applied Business Research Institute
Palo Verde College	Small Business Economic Development Center
Pellissippi State Technical College	Small Business Development Center
Rutgers State University of New Jersey, Newark	Council for Higher Education in Newark
Southeastern Community College	Columbus County Public Works Improvements for Southeast Regional Park
Temple University	Center for Social Policy and Community Development
Texas Southern University	Community Development Leadership Program
University of Delaware	Community-Based Development Training Program
University of Illinois at Chicago	CityLab
University of Maryland, College Park	U.S. Department of Education Community Service Program and the Langley Park Project

University of Minnesota, Twin Cities	Neighborhood Planning for Community Revitalization
University of Nebraska, Lincoln	Nebraska Lied Main Street Program
University of Northern Iowa	Laborshed Concept
University of Southern California	Community Initiative
Wayne State University	Community Reinvestment Strategy
Westchester Community College	Women's Enterprise Project
Yale University	Dwight Consulting Group
Youngstown State University/Kent State University	Small Business Loan Program

Education (K-12)

Alderson-Broaddus College	Students Learning in Community Education (SLICE)
Allentown College of St. Francis de Sales	Allentown College's Hispanic Initiative
Alverno College	Economics in Action
Alverno College	Teacher Development
Alverno College	Workshops for Youth
Arizona State University	Managing Youth Conflict
Auburn University	West Alabama Learning Coalition
Auburn University, Montgomery	Teachers-In-Residence
Augusta State University	Literacy Hotline
Austin College	Educational Development Project
Avila College	Public Achievement
Azusa Pacific University	Public School Service Learning
Bank Street College of Education	West Farms School to Work Initiative
Barnard College	Intercollegiate Partnership
Barnard College	Liberty Partnerships Program
Barnard College	Science and Technology Enrichment Program (STEP)
Beloit College	Help Yourself Programs
Bennett College	Child Care Givers Certification Program
Berklee College of Music	Promoting Music Education of Boston Students
Binghamton University	Children's Center for Arts and Culture
Binghamton University	New Visions Education and Human Development
Birmingham-Southern College	Woodrow Wilson Tutoring Program
Boston University	Chelsea Partnership
Bradley University	Center for Learning Assistance
Bradley University	Summer Enrichment Program
Bristol Community College	Women in Technology
California State University, Northridge	Commitment to Community Service Learning
California State University, San Bernardino	Hispanics and Elders Learning Partnership
Carnegie Mellon University	East End Tutoring Program
Carnegie Mellon University	Role Models Program
Clark Atlanta University	Partners in a Planned Community
Coastal Georgia Community College	Minority Outreach Program
Coastal Georgia Community College	Postsecondary Readiness Enrichment Program (PREP)
College of the Holy Cross	A Decade of Science Partnership with the Worchester Public Schools
College of Staten Island (CUNY)	Center for the Deaf
College of William and Mary	College Partnership for Kids
College of William and Mary	Project Phoenix
Concordia College	Romkey Park Project
Concordia College	Service Learning in the Classroom
Coppin State College	Rosemont Elementary School
Delaware State University	Saturday Academy Program
Dickinson College	Program for Education, Enrichment, and Recreation

Eckerd College	Alpha Leadership Program
Eckerd College	St. Petersburg Times Festival of Reading
Edinboro University	Planetarium Outreach Program
Edinboro University	SAM Program: Westinghouse High School Science and Math Program
Emporia State University	Bilingual Education Program
Fairleigh Dickinson University	Visitation to Elementary Schools Program
Furman University	Bridges to a Brighter Future Summer Program
Furman University	Northwest Crescent Child Development and Family Services Center
Gannon University	Athletic Scholars
Gannon University	Hooked on Books
Gannon University	Martin Luther King Day Service Initiative
Golden Gate University	Leadership High School Charter School
Hastings College	Student Volunteerism
Holy Cross College	Homework Tutoring Program
Hope College	Project TEACH
Houghton College	Preparing Low-Income Students for College
Houston Community College System	Math, Science & Technology Expo
Illinois Institute of Art	Art Lovers Program
Indian Hills Community College	New College Day Care Facility and Training Programs
Indiana University, Bloomington	WonderLab Museum of Science, Health, and Technology
Indiana University, Kokomo	Destination: Education IUK
Ivy Tech State College	Manufacturing Academy
Johnson C. Smith University	Project Excel
Judson College	Tutoring Programs
Kettering University	Durant-Tuuri-Mott Community Elementary School
Lake Superior College	Together Everyone Achieves More
Lawrence University	Enriched Instrumental Instruction for Hmong Students
Lehigh Carbon Community College	Pennsylvania Literacy Corps
Los Angeles Valley College	Service Learning Program
Marymount Manhattan College	College Readiness Alliance
Memphis College of Art	ARTELI Student Volunteer Project
Mercer University	Program in Leadership and Community Service
Midlands Technical College	Village of Hope
Midway College	Leadership-Scholarship Program
Montserrat College of Art	Mural Painting Projects
Mount Holyoke College, University of Massachusetts, Amherst, Westfield State College	Holyoke Professional Development School
Mount St. Mary's College	Student Ambassador Program
Mount Union College	Dowling Mentoring Program
Mount Vernon Nazarene College	Community Building
Muskingum Area Technical College	Action-WISE Program for Encouraging Women and Girls in Science, Engineering, and Mathematics
National Institute of Technology	GED Tutoring Program
New Hampshire Community Technical College System	Virtual Campus of New Hampshire
New Jersey City University	Proyecto Access
New York City Technical College (CUNY)	Tech Prep
Norfolk State University	Spartan Academy
Northeastern Illinois University	Alumni Mentors
Northeastern Illinois University	El Centro de Recursos Educativos
Northern New Mexico Community College	Housing and Urban Development Community Building Project
Northland Pioneer College	Extended Day Child Care Program
Ocean County College	Feed a Body/Feed a Mind
Ohio State University, Lima	Building a Community of Learners Program
Oklahoma City Community College	College Club Program

Palm Beach Atlantic College	Academic Achievement Program
Palm Beach Atlantic College	Arts Integration
Palomar College	High School to High Tech
Park College	Park Hill School District Partnership
Pratt Community College and Area Vocational School	College Day for Kids
Quinsigamond Community College	After School Tutoring Program
Quinsigamond Community College	Kids to College Program
Rosemont College	Summer Success
Rowan University	Creating Higher Aspirations and Motivation Program
Russell Sage College	Neighbor to Neighbor Program
Rutgers State University of New Jersey, New Brunswick	Citizenship and Service Education Program
Rutgers State University of New Jersey, Newark	Consortium for Pre-College Education in Greater Newark
Sage Junior College of Albany	Reading Clinic at the ARK
Saint Xavier University	School Prep Program
Salve Regina University	Bridges for Students
Salve Regina University	Expanding Collaboration to Ensure Learning
Samford University	College Connections
Santa Ana College	Community Outreach Partnerships Center
Southeastern Community College	Getting Things Done
Southern Illinois University at Edwardsville	Campus of Learners Program
Southern Illinois University at Edwardsville	College Preparatory Program
Springfield College in Illinois	McClernand Mentoring Program
St. Ambrose University	Children's Village
St. Mary's University at San Antonio	Learning and Leadership Center
State University of New York at Albany	Go to High School, Go to College
Sullivan County Community College	Pioneers Program
Sullivan County Community College	Reading Tour Project
Swarthmore College	Community Service Learning Office
Sweet Briar College	Partners in Learning
Tabor College	Mentoring Program
Temple University	Get SMART Program
Texas A&M International University	A Partnership for the Future
Texas A&M University, College Station	Project Keep Hope Alive
Texas Christian University	Upward Bound Program
Texas Tech University	College of Human Sciences Parents in Partnering Program
Thomas More College	Community School Initiative
Union Institute	United Teachers of Dade Doctoral Program
University of Alabama	Hands-on Science Activity Program
University of Connecticut	UConn/Hartford Schools Partnership
University of Detroit, Mercy	Neighborhood Scholarships Program
University of Maryland, Baltimore County	Choice Middle Schools Program
University of Maryland, College Park	Almost Home
University of Maryland, College Park	Engineering=Maryland Community Collaboration (E=mc2)
University of Maryland, College Park	Upward Bound and Talent Search
University of Missouri, St. Louis	Collaborative Tutorial Program
University of Missouri, St. Louis	School-to-Work Network Program
University of Nebraska, Omaha	Metropolitan Omaha Education Consortium
University of New Orleans	Greater New Orleans Writing Project
University of South Carolina, Spartanburg	New Tobe Hartwell Public Housing Facility
University of Southern California	Community Initiative
University of Southern California	USC Family of Five Schools
University of Southern Colorado	Read to Win
University of Southern Maine	Postsecondary Resource Exchange Partnership (Project PREP)

University of Tennessee, Chattanooga	Southern Appalachian Educational Opportunity Center
University of Texas, Austin	East Austin Neighborhood Network Program
University of Texas, El Paso	Institute for Community-Based Teaching and Learning
University of Wisconsin, Milwaukee	EPIC: Empowering Parents to make Informed Choices in Education
University of Wisconsin, Parkside	Brining the Humanities to Local Prisons
University of Wisconsin, Superior	Center for Economic Education
University of Wisconsin, Superior	Learning to Use Technology
Utica College	Young Scholars Liberty Partnership
Virginia Wesleyan College	After-School Tutoring Program
Virginia Wesleyan College	Students Serving the Community
Virginia Wesleyan College	Youth Education
Washington State University	Partners in Promoting Strengths Program
Wayne State University	Helping Children Learn
Wesley College	Boys and Girls Club of Wesley College
Wesley College	Campus Community School
Western Iowa Tech Community College	WINGS Conference
Whitman College	Mentors Program
Windward Community College	Kumu Kokua for the Arts
Yale University	Career High School
Youngstown State University	Computer Learning Opportunities for Public Housing Residents

Health, Safety, and Environment

Adler School of Professional Psychology	Adler School Counseling Program
Alverno College	Wellness Clinics for the Elderly
Arizona State University	Partnership on Youth Conflict
Auburn University, Montgomery	Rural Elderly Enhancement Program
Baker College	Preventive Dental Services
Birmingham-Southern College	Birmingham-Southern College Meals on Wheels
Bluefield State College	Continuing Education for the Elderly
Briar Cliff College	Briar Cliff Cares
California State University, Sacramento	Community-Based Teams
California State University, San Bernardino	Focus 92411
Charles Stewart Mott Community College	Church Health Team Model
Chicago State University	Fredrick Blum Neighborhood Assistance Center
Cleveland Institute of Music	Chamber Music Outreach Initiative
Connecticut College	New London Vista Walkway Project
East Tennessee State University	ETSU Community Partnership Center
Frostburg State University	Martin Luther King, Jr., Reflection and Education Inclusive Outdoor Recreational Arboretum
Gadsden State Community College	Gardening Together for Gadsden-"Make A Difference Day" Project
Gadsden State Community College	Martin Luther King, Jr., Health Service Day
Georgia State University	Project Healthy Grandparents
Governors State University	Forging Partnerships Program
Harrisburg Area Community College	Nursing Student Organization Community Project
Hastings College	Student Volunteerism
Howard Community College	Project Bridge
Hunter College (CUNY)	Community Outreach Partnership Center Violence Projects
Hunter College (CUNY)	Health Link
Hunter College (CUNY)	South Bronx/Hunter College Community Outreach Partnership Center

Inter American University of Puerto Rico	Community and Schools in the Prevention of Adolescent Pregnancies
Johnson & Wales University	Senior Citizens Computer Training
Kent State University	Juvenile Justice Assistants Program
Lenoir Community College	Counseling Storm Victims
Medical College of Wisconsin	Primary Medical Care for Inner-City Residents
Monroe Community College	Rochester Public Safety Aides
Montserrat College of Art	Art Instruction for Children
Mt. San Antonio College	Physician Assistant Preparatory Program
New York City Technical College (CUNY)	Fire and Burn Safety for Preschool Children
New York City Technical College (CUNY)	Gifts for Special Children Project
North Central Technical College	Community Health Access Project
Northern Illinois University, DeKalb	Evaluation of the Public Housing Drug Elimination Program For the Rockford, Illinois, Housing Authority
Northwest Missouri State University	Healthy Communities for the Midwestern Four Corners
Nova Southeastern University	Geriatric Institute
Ocean County College	Feed a Body/Feed a Mind
Pennsylvania State University, Altoona	Project Outreach
Rensselaer Polytechnic Institute	Dream Street Project
Rowan University	Project for Human Services
Saint Peter's College	Area Improvement Program
Saint Xavier University	Faculty Practice at the Family Health Society
San José State University	Transdisciplinary Health Project
South Georgia College	Mobile Nursing Clinic
Southern Maine Technical College	Elderly Program
Southeast Missouri State University	Bootheel Initiative
Southeastern University	Smart Homes
Spalding University	Memorial Park Revitalization
State University of New York at Stony Brook	Elderly Care Programs
Tabor College	Programs for the Elderly
Texas A&M University, Corpus Christi	Pollution Prevention Partnership
Union College	Foot Clinic at Daywatch Homeless Shelter
University of Akron, Kent State University, and Youngstown State University	College of Medicine's Academic Health Department
University of Alabama	Summer Research Internship
University of Detroit, Mercy	Partnership for Training
University of Detroit, Mercy	Partnerships for Community Safety Program
University of Detroit, Mercy	Urban Health Education Center
University of Louisville	Center for Environmental Education
University of Louisville	Dental Partnership Program
University of Louisville	Purchase Area Dental Clinic
University of Louisville	West Jefferson County Environmental Justice Program
University of Maryland, Baltimore County	Project Link and ACTION
University of Maryland, College Park	Adult Health and Development Program
University of Maryland, College Park	Washington/Baltimore HIDTA Research Program
University of Mississippi Medical Center	Jackson Medical Mall
University of Missouri, Kansas City	Grandparents as Parents
University of Missouri, St. Louis	Environmental Justice Partnership
University of North Alabama	Community Clinic
University of North Carolina, Greensboro	Guilford Initiative for Training and Treatment Services
University of Osteopathic Medicine and Health Sciences	Children's Health Education Program
University of Osteopathic Medicine and Health Sciences	Community Health Services
University of Osteopathic Medicine and Health Sciences	Health Care for Children
University of Osteopathic Medicine and Health Sciences	Introducing Students to the Medical Professions

University of Southern California	Community Initiative
University of Southern Colorado	School Nursing Partnership
University of Tennessee, Chattanooga	Environmental Program
University of Tennessee, Chattanooga	Public Health Program
University of Texas, Austin	Environmentors Program
University of Texas, Houston	Acres Homes Partnership
University of Toledo	Team Patrol Program
University of Toledo	Toledo Brownfields Redevelopment Program
University of Utah	Bend-in-the-River Nature Park
University of Wisconsin, Parkside	Community Policing Study
Voorhees College	Family and Community Violence Prevention Program
Wayne State University	Harmony III Project
Wayne State University	Urban Safety Program
West Virginia School of Osteopathic Medicine	Community Visits Program
Western University of Health Sciences	Pomona Health Professions Partnership Project
Wingate University	Wingate Works

Information Sharing/Online Databases

Arizona State University	"What Matters in Greater Phoenix" Quality of Life Study
Art Institute of Atlanta	Webraising Program
Carnegie Mellon University	InfoLink Program
Carnegie Mellon University	WebBuilders Workshop
Cleveland State University	Neighborhood Link Program
College of San Mateo	SMILE-IT
Columbia College	Web Site for Woman-Owned Businesses
Edgewood College	Technology Consortium
Elizabeth City State University	Neighborhood Networks Project
Elizabeth City State University	Partnership for Technology Program
Fitchburg State College	Computer-Based Client Tracking and Reporting System For Twin Cities Community Development Center
Illinois Valley Community College	Family Computer Night Program
Johnson & Wales University	Senior Citizens Computer Training
Lane Community College	Community Learning Centers
Monroe Community College	FIGHT Village Computer Training
Montclair State University	Computer Recycling Project
Purdue University	Engineering Projects in Community Service (EPICS) Program
Southeastern University	D.C. Link and Learn
Southeastern University	Smart Homes
St. Ambrose University	Computer Tutors
University of California, Berkeley	Oakland Community Networking Project
University of California, Riverside	Community Computer Lab
University of Indiana, Kokomo	Computer Closet
University of Memphis	Memphis Maps
University of Memphis	Mid-South Community Profile
University of Pittsburgh, Johnstown	Civic Action Network
University of Southern Colorado	Service Learning Link
University of Texas, Austin	BorderHousingNet
University of Wisconsin, Milwaukee	EPIC: Empowering Parents to Make Informed Choices in Education
Washington State University	Salishan Learning Center

Job Training/Microenterprise Assistance

Alverno College	Bottomless Closet Project
Bennett College	Onsite Learning Centers
Brookhaven College	Community Education Center
Cañada Community College	Office Automation Job Training Program
Catholic University of America	@Home.On.Campus: A Partnership That Works
College of San Mateo	SMILE-IT
Columbia College	Entrepreneurial Camp for Girls
Columbia College	Web Site for Woman-Owned Businesses
Columbus State Community College	Creating Neighborhood Jobs
Duke University	Partners for Youth Programs
Fayetteville State University	Outreach Partnership Center
Florida Atlantic University	Life in America Program
Florida Atlantic University	Microloan Program
Harford Community College	WAGE Connection Program
Howard Community College	Employment Training
Howard Community College	Job Skills for Former Inmates
Howard Community College	Onsite Skills Training
Ivy Tech State College	Manufacturing Academy
Ivy Tech State College	Training Initiative for Early Care and Education Providers
Monroe Community College	Work & Learn Center
Muskingum Area Technical College	Ohio Works First Workforce Development Program
New York City Technical College (CUNY)	MADE-IT
Norfolk State University	Child Care Training Program
Northeastern Illinois University	Bridge to Work Initiative
Northland Pioneer College	Early Child Development Program
Ohio State University, Lima	School-to-Work Opportunities for Young Offenders
Portland Community College	Small Business Goals Program
Portland Community College	Women's Folk Art Cooperative
Prairie State College	Opportunity to Succeed
Salve Regina University	Human Service Training
Santa Ana College	Community Outreach Partnerships Center
Southern Illinois University at Edwardsville	Campus of Learners Program
Southern Illinois University at Edwardsville	Jobs for Illinois Graduates
St. Mary's University of San Antonio	Learning and Leadership Center
Sullivan County Community College	Human Services Skills Training
Tacoma Community College	Resident Education Plans
Thomas Nelson Community College	Job Training for Public Housing Residents
Trident Technical College	Basic Construction Trades Program
Union College, Barbourville	Life Learning Program
University of Detroit, Mercy	Career Services for the Community Program
University of Hartford	Career Counseling Center
University of Missouri, Kansas City	Project Refocus
University of Puerto Rico, Aguadilla	Training Partnership for Displaced Workers
University of Rio Grande	Employment Training Program
University of Tennessee	Each One Reach One Program
University of Vermont	Linking Learning to Life
Youngstown State University	Low-Income Youth Learn Construction Trades

Leadership and CBO Capacity Building

Arizona State University	Community Fellows Program
Augusta State University	Faculty/Student Research Group
Barry University	Academy for Better Communities
Birmingham-Southern College	Birmingham-Southern Citizens as Responsible Leaders
Carnegie Mellon University	Working Partners Network
Cleary College	Leadership Livingston
Cleveland State University	Community Outreach Partnership Centers Program
Cleveland State University	Neighborhood Leadership Cleveland Program
De Anza College	Cupertino Community Project: Voices and Visions
Goucher College	Liberal Arts Service Learning Courses
Lamar University	Community Outreach Program
New School University	Laboratory in Issue Analysis Program
Oglethorpe University	Urban Leadership Program
Quinsigamond Community College	New Leaders Institute
Rowan University	Urban and Public Policy Institute
Sacred Heart University	Urban Immersion Weekends
Saint Thomas University	Golden Glades Coalition
State University of New York at Albany	Albany Institute for Urban Youth Leadership Development
Stillman College	Outreach Partnership Center
Texas A&M University, College Station	Project Unity
University of Alabama, Huntsville	Huntsville Organizing Project
University of Detroit, Mercy	Community Service Agency Track
University of Detroit, Mercy	Service Learning Program
University of California, Los Angeles	Community Development from the Ground Up
University of Hawaii, Manoa	Community-Building Collaborative
University of Illinois at Springfield	Springfield Project
University of Minnesota, Twin Cities	University-Neighborhood Network
University of Missouri, St. Louis	Environmental Justice Partnership
University of North Carolina, Wilmington	Leadership Wilmington
University of Rhode Island	Woodlawn Partnership
University of Southern Colorado	Comprehensive Assistance to Nonprofit Organizations
University of Texas, Austin	Youth Leadership Training Initiative
University of Texas, San Antonio	Bridging Our Communities Program
University of Vermont	Career Services/Volunteer Programs
University of Wisconsin, Parkside	Women and Poverty Public Education Initiative
Washington State University, Pullman	Community Outreach Program
Wesleyan University	Community Research Seminar
Westfield State College	Professional Communication
Yale University	Dwight Consulting Group
Yale University	Dwight Place Retail Initiative
Yale University	Regional Data Cooperative
Yavapai College	Leadership Center

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